

# District Primary Education Programme-III

**PERSPECTIVE PLAN**

**District: Tehri Garhwal**

**U.P. Education For All Project Board  
Lucknow, March, 1999**

NIEPA DC



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# DPEP TEHRI GARHWAL

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## LIST OF ABBREVIATIONS

<b>ABSA</b>	:	<b>Asstt. Basic Shiksha Adhikari</b>
<b>AWC</b>	:	<b>Angao Wari Centre</b>
<b>AWW</b>	:	<b>Angao Wari Worker</b>
<b>AWPB</b>	:	<b>Annual Work Plan &amp; Budget</b>
<b>BEPAC</b>	:	<b>Block Education Project Advisory Committee</b>
<b>BSA</b>	:	<b>Basic Shiksha Adhikari</b>
<b>BRC</b>	:	<b>Block Resource Centre</b>
<b>DEPC</b>	:	<b>District Education Project Committee</b>
<b>DPEP</b>	:	<b>District Primary Education Project</b>
<b>DPO</b>	:	<b>District Project Office</b>
<b>DIET</b>	:	<b>District Institute of Education and Training</b>
<b>DRDA</b>	:	<b>District Rural Development Agency</b>
<b>DSH</b>	:	<b>District Statistical Hand Book</b>
<b>ECCE</b>	:	<b>Early Childhood Care and Education</b>
<b>EMIS</b>	:	<b>Education Managment Information System</b>
<b>GOI</b>	:	<b>Government of India</b>
<b>ICDS</b>	:	<b>Integrated Child Development Scheme</b>
<b>NPE</b>	:	<b>National Policy on Education</b>
<b>NPRC</b>	:	<b>Nyaya Panchayat Resource Centre (CRC)</b>
<b>NIEPA</b>	:	<b>National Institute of Educational Planning &amp; Administration</b>

<b>POA</b>	<b>:</b>	<b>Programme of Action</b>
<b>PMIS</b>	<b>:</b>	<b>Project Managment Information System</b>
<b>SDI</b>	<b>:</b>	<b>Sub Deputy Inspector</b>
<b>SPO</b>	<b>:</b>	<b>State Project Office</b>
<b>SCERT</b>	<b>:</b>	<b>State Council of Education Research and Training</b>
<b>SIEMAT</b>	<b>:</b>	<b>State Institute of Educational Management &amp; Training</b>
<b>TLA</b>	<b>:</b>	<b>Teaching Learning Aid</b>
<b>TLM</b>	<b>:</b>	<b>Teaching Learning Material</b>
<b>UEE</b>	<b>:</b>	<b>Universalization of Elementray Education</b>
<b>VEC</b>	<b>:</b>	<b>Village Education Committee</b>

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## CHAPTER 1

# DISTRICT PROFILE

### *GEOGRAPHICAL FEATURES*

Tehri Garhwal District, the forehead of Uttar Pradesh, is a part of Garhwal commissionerary of Uttar Pradesh. District Tehri Garhwal is a part of Garhwal Himalayas. It is located between  $30^{\circ} 3' 10''$  N. to  $30^{\circ} 5' 45''$  N Latitude and  $78^{\circ} 8' 45''$  E to  $79^{\circ} 2' 45''$  E. Longitude. It is the central District of Garhwal commissionerary surrounded by the District Rudraprayag on the east, Uttarakashi district on its north, Deharadun district on its west and Pauri Garhwal district on the south west. Last year 7 Naya Panchayat of Jakholi block and two Panchayat of Kirti nagar block have been merged in newly formed Rudraprayag district. Most part of this district is mountainous and the Geology of the district is very complicated like other parts of the Himalayas. Most parts of the district lies within the attitude of 1200m. to 2400m.

District Tehri Garhwal is drained by holy rivers Bhagirathi, Bhilagna, Alaknanda and Yamuna the main river of this district. The climate of the region is exceedingly diversified and ranges from tropical hot (valley region) to cold (high mountain region) mainly due to geographical heterogeneity. In general the rain fall of the district varies from about 60cm. to 250cm. Fog is common in ridges during monsoon and in valley during winters. Similarly, the temperature ranges between  $6^{\circ}$  and  $40^{\circ}$  c. There are three main seasons.

Winter season from mid of Oct. to mid Feb., which is locally known as "Huind".  
Summer season from mid Feb. to mid June, locally known as 'Rudi' and monsoon season from mid June to mid Oct locally known as 'Baskal'

### *HISTORICAL BACKGROUND*

Garhwal is an integral part of the Indian heritage. Since times immemorial, its magnetic pull has attracted painters, philosophers, mystics and sages. The earliest references to Garhwal and its pride spots are found in the Skandh Purana, Kedara Khanda and in the Mahabharata Vana Parva. Skandh Purana, and Kedara Khanda define the boundaries and extent this holy land thus, This heavenly abode is 50 YOJANS in length and 30 yojans in width.

So far as the nomenclature of this terrain Garhwal is concerned, it is stated that until the reign of Raja Ajayapal this area was divided into 52 chieftainaries, (Garh). He was the first to subdue and consolidate these principalities into one kingdom. It is possible that after annexing the principalities, Raja Ajayapal became famous as 'Garhwal', i.e. owner of forts and with the passage of time the epithet may have been transferred to the country Garhwal. Ajaya Pal ruled

Garhwal in the 14<sup>th</sup> century A.D. but upto the 17<sup>th</sup> century we have no mention of the word Garhwal. What was the name of this terrain before the reign of Ajaya Pal during the far distant period of 'Mahabharata' it is shrouded in oblivion.

There are only allusions like the one of Dr. D.C. Sirkar in the book, "The sakta pithas". He says that 'Stri Rajya' was located in the Kumaon and Garhwal regions of the 'Himalayas'. On stri Rajya we have the testimony of the Hiuen Tsang that - 'to the north of country in the great snow mountains was the 'Suvarnagotra' country. This was Eastern Women Country so called because it was reigned by a successor of Woman. The husband of the Queen was the King, but he did not administer the Government. It is interesting that gold -washing was a source of revenue during the Parmar Dynasty in Garhwal. Further the progenitor of the Parmar Dynasty, Kanak Pal was given the kingdom of ChandpurGarhi in dowry by some Raja Son Pal. Kanak Pal had come to Garhwal on pilgrimage but after conjugal alliance he settled down in Chandpur Garhi as a son-in law living in in low's place "Ghar Jawain".

Garhwal was ruled by the Parmars upto 1804. According to A.R.Gill, that same year in January the Garhwali king Pradyuman shah was defeated and killed by the Gurkhas in the battle of Khurbura; The Gurkhas ruled Garhwal upto 1815 when they were defeated and driven away by the British forces. During the Gurkha rule, Sudarshan shah, the son of Pradyuman Shah had no hope of regaining his lost Kingdom and eventually taken to in Bareilly. But after the Gurkha were defeated, portion of Garhwal west Alakananda, except for Rawain, Jaunsar and Dehradun was restored to Raja Sudarshan Shah and confirmed through a sanad No. XVI of 1815.

On 4<sup>th</sup> March, 1820, a treaty was signed between Raja Sudarshan Shah and the British. According to this treaty the British accepted the claim of the Raja and his scions over Tehri Garhwal.

On receiving the terrain towards the west of Alaknanda, Raja Sudarshan Shah made Tehri his capital. It is situated on the left bank of the river Bhagirathi 2328ft above sea level. Those days there was no village on the spot and the settlers were unwilling to come. He according to legend spent Rs.700 in building 30 small houses for which tenants were found, each paying a rent of Rs.3 a year. Such was the humble origin of Tehri.

One of the reasons why Sudarshan Shah chose Tehri as the capital was its strategic position. Tehri is surrounded on three sides by the Bhagirathi and for the nostalgic and religious reasons also for that site Srinagar (Garhwal), the previous capital of Parmar kings had been called Dhanusha Tirth (i.e. a Pilgrimage centre in the space of a bow ) in Kedar Khand. Similarly Tehri situated at the confluence of the Bhagirathi and Bhilagna was also recognized as a Dhanush Tirth - a phenomenon of bow and arrow at the confluence of these two rivers in Tehri . The river Bhagirathi is across like a bow and its tributary joins it in the shape of an arrow.

## SOIL

Mountain ecology is the most important factor which determines the soil- types and fertility of a region. All types of soils, alluvial, brown forest, brown deciduous, gray coniferous, mountain meadow and glacial soil are present in the district. On the basis of the quality of the land, the soils of the district can be categorized into five groups.

1. Talaon (Irrigated)
2. Upraon I (unirrigated)
3. Upraon ii (unirrigated)
4. Grin
5. Katil

Soils of this region are invariably rich in potash, medium in phosphorous and poor in nitrogen content. Soil in most part of the hills is thin and alluvial clayey and sandy soils are found in the valleys. Stony texture, thin layer, heavy erosion and poor fertility are the main characteristics of the soils of this region. The soils though poor for other crops, are very suitable for potato cultivation and horticulture.

## CLIMATE

The Himalayan climate, due to its complicated relief, altitude, scope, and its aspects, presence of large tract of forests etc. varies vigorously. The climate of the region is exceedingly diversified and ranges from tropical hot in valleys to severe cold at high mountains mainly due to geographical heterogeneity. Not only temperature but rainfall also varies from place to place depending on the physiographic location of the place.

Fig. 1.1

S.No.	Name of the Place	Altitude (In meters)	Rain fall (in cm.)
1.	Tehri	640	80
2.	Deopryag	460	70
3.	Narendra Nagar	1080	318
4.	Kirti Nagar	600	90
5.	Pratap Nagar	2011	242

The rain fall of the district varies from about 60cm. to 250cm. fog is common in ridges during monsoon and in valleys during winters. Similarly temperature range between 6c to 40c.



In general there are three main seasons,

1. Winter mid October to mid February - some higher parts of the district seldom receives snowfall.
2. Summer-mid February to mid June Thunder storms and hail storms occur Predominantly during this season.
3. Rainy - mid June to mid October - the area recover maximum rain fall during this period.

In Himalayan in recent years, mainly due to environmental degradation as created many problems not only to the Hill region but through out the country .

### **NATURAL VEGETATION**

The natural vegetation of the district varies from subtropical to alpine. The district may be divided in the following natural vegetation zones.

**Fig. 1.2**

S.No.	Natural Vegetation Zone	Altitude (M)	Main Trees
1.	Sub Tropical Breaks etc.	Below-1200	Sal, Kanju, Haldu, Khair, Sissu and Bamboo
2.	Temperate	1200-1800	Pine, Deodara and some deciduous spas.
3.	Sub Alpine	1800-3000	Bank, Mauru, Kharsu, Burans etc.
4.	Alpine	3000-4500m	Birch, Bamboo Breaks etc. Xerophitic, Bushes & Pastures

The above Table clearly indicates the flora and fauna (various zones, but construction of buildings, roads and bridges for strategic and development purposes and extension of cultivation have brought about a significant change in the forest wealth of the district which has created an ecological in balance in the district.

**Table for Livestock**

S.No.	Name of Animal	Adults		Calves	Total
		Male	Female		
1.	Cow Local	98167	45016	35234	178417
2.	Cow Cross Breed	650	360	486	1496
3.	Buffalo	1561	85560	33345	120466

**Table for Live Stock (Others)**

S.No.	Name of Animal	No. of Animals
1.	Ship Local	22597
2.	Ship cross Breed	3085
3.	Goat	123213
4.	Horse	2550
5.	Pig Local	536
6.	Pig Cross Breed	12

Most of the population in the district live in Rural area and animal husbandry plays an important role in their economy. Cow and Buffaloes not only produce milk but also their males are used in agricultural activities.

Ship and Goats are meat producer as well as wool producer animals. these play an important role in the economy of the people. Pigs are also petted in some area for meat .

### ***ORES AND MINERALS***

As per geological survey Copper, Lead, Gold, Zinc, Sulpher, and Diamond are investigated in remote areas of the district no scientific mining and extraction has so far been implied to get the metals for commercials purposes .

### ***IRRIGATION***

The Major source of irrigation in the district <sup>3</sup>Canals and cuts of the small rivers called gools (small canals). Total length of the canals in 1995-96 was 539 km. and gools were 1788km. There were 15 Pumps sets and 4 Private tube wells are in the districts.

## **ADMINISTRATIVE SETUP**

Administratively Tehri is divided into five Tehsils and 9 development blocks (Jakholi block merged in Newly formed Rudraprayag district) the district has 76 Nayaya Panchayats and 764 gramsabhas there are 847 village Tehri has 2 Nagar Palikas viz. Tehri and Narendra Nagar and 4 town areas namely Muneerkee Reti, Deoprayag Kirtinagar and Chamba. Narendra Nagar Deoprayag, Tehri, Pratapnagar and Ghansali are 5 Tehsils.

**Table 1.4**

### **Administrative Structure**

S.No.		
	No. of village (In habited)	1778
1.	(Un-habited)	55
	Forest	14
	No. of Gram sabha	764
2.	No. of Towns	06
3.	No. of Nayapanchayat	76
4.	No. of Blocks	09
5.	No. of Tehsils	05

The district administration is headed by district magistrate, chief development officer, assisted by D.D.O, Project director, block development officer are primarily responsible for administration of development activities in the district. All development departments are represented by district level officers

## **SETTLEMENT PATTERN**

Out of the total number of 1792 village in the districts the maximum no. of 1548 village had a population of less than 500 .

Table No. 1.5

**SETTLEMENT PATTERN**

Sen.	Particulars	No of Villages	As % of Total
1.	Less than 500	1548	86.4
2.	500 to 999	212	11.8
3.	1000 to 1499	23	1.3
4.	1500 to 1999	08	.45
5.	2000 to 4999	0	----
6.	5000 & above	1	.05
	<b>Total (Inhabited)</b>	<b>1792</b>	<b>100</b>

It would be obvious from above table the small size settlements predominate in the district and nearly 98.2% of the total village had population below 999 . Only 1.8% village had pollution above 1000

***Demographic Features***

According to census 1991 the total population is 520256 of which 255890 are males and 264366 females . Sex ratio is 1033 for every 1000 male as against 879 of the state as whole in other words the sex ratio is very adverse . The urban population is 32,895 which constitute around 6.33 present of the total population . The scheduled castes constitute 13.95 % of the total population. Percentage of scheduled tribes was 0.12 % . The density of population in the district is 122 persons per sq. km. as agents 47.3 Persian of the state Jokholi Blocks 7 Nyaya Panchyat and Kirti Nager Blocks 2 Nyaya Panchyat merged in newly formed Rodrapryag District . The following table shows the population.

Table 1.5

**Population in Tehri**

S.No	Items	Tehri Garhwal	%
1.	Total population	5,20256	
2.	Rural population	4,86361	93.48%
3.	Urban population	32895	6.33%

4.	Forest population	1000	0.19%
5.	Growth Rate of population (81-91)	14.69	
6.	No. of Females per 1000 males	1033	
7.	S.C. population (percent)	13.95	
8.	S.T. population (percent)	.116	
9.	Muslim population (percent)	.83	
10.	Density of population (per sq.km.)	126	122 km last page
11.	Literacy percentage	39.77	

TABLE 1.6

### IMPORTANT BLOCK WISE INDICATOR

No.	Block	Population	S.C.Population (%)	S.T.Population (%)	Literacy Rate	Density of population	No. of primary school per lakh of popu.
1.	Bhilagna	90,788	17.29	.009	30.54	49	212.58
2.	Jakhanidhar	66,305	12.18	.08	45.72	192	123.44
3.	Kirtinagar	41,480	15.22	----	56.46	284	270.00
4.	Deoprayag	51,502	13.92	.126	39.42	117	236.88
5.	Pratapnagar	52,851	12.56	-----	35.04	229	227.05
6.	Thauldhar	44,273	16.45	.10	38.38	211	241.68
7.	Chamb	51,688	8.98	.22	45.93	116	218.61
8.	Narendra Nagar	70,032	10.36	.007	42.18	247	194.19
9.	Jaunpur	50,337	18.84	.617	30.83	104	309.91
10.	Forest	1000	-----	-----	52.60	-----	-----
	<b>Total</b>	<b>5,20256</b>	<b>13.95</b>	<b>0.116</b>	<b>39.71</b>	<b>126</b>	<b>225.65</b>

Source - Statical Hand Book 1995-96

The block wise indicators show that S.C.Population varies from 8.98% to 18.84%of the total population. The % of S.Cs. is higher in Bhilangna, Thauldhar, Jaunpur and Kirtinagar. in which Jaunpur is at the top and its literacy rate is approximately lowest, with Bhilangna blocks. S.T.Population resides in 7 blocks ranging from .009% to .617% of the total population. Density of population in different blocks ranges from 49 to 84 per sq.km.It is highest in Kirtingar and lowest in Bhilangna . Number of primary schools per Lakh of population ranges from 173.44 to 309.91 in different blocks.

Table 1.7

### BLOCK WISE POPULATION

No.	Block	Total Population			S.C.			S.T.		
		Male	Female	Total	Male	Female	Total,	Male	Female	Total
1.	Bhilangna	42253	47535	90788	7462	8242	15704	8	1	09
2.	Jakhanidhar	34360	31945	66305	4168	3910	8078	38	17	55
3.	Kirtinagar	20146	21334	41480	3102	3212	6314	---	---	---
4.	Deoprayag	24072	27430	51502	3557	3613	7170	33	32	65
5.	Pratapnagar	25458	27393	52851	3306	3334	6640	---	---	---
6.	Thouldhar	21909	22364	44273	3681	3603	7284	32	14	46
7.	Chamba	24854	26834	51688	2312	2331	4643	85	29	114
8.	Narendragar	35720	34312	70032	3815	3444	72659	5	---	05
9.	Jaunpur	25497	24840	50337	4845	4643	9488	56	255	311
10.	Forest	621	379	1000	---	---	---	---	---	---
	Total	256315	263941	520256	36248	36332	72580	257	348	605

source-distt. statical (land) book 1996

The total population in the district has 52.74% Female and 49.26% Male .The percentage of Schedule caste is 13.95% and Schedule tribe is very nominal is 0.116% .The percentage of Schedule caste male is 49.94% and female is 50.06% among Schedule caste .The percentage of Schedule tribe male is 42.47% and female 57.53%. In total, the male population of S.C. is 14.14% and 0.10% of S.T. while female population of S.C. in total is 13.76% and of S.T. 0.13%

S. No.	Block	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1.	Bhilangna	43253	47335	90780	-	-	-
2.	Jakhanidhar	21233	24846	46079	13127	7099	20226
3.	Kirtinagar	19473	20949	40422	673	385	1058
4.	Deoprayag	22883	26455	49338	1189	975	2164
5.	Thouldhar	21909	22364	44273	-	-	-
6.	Chamba	24854	26834	51688	NA	NA	NA
7.	Pratapnagar	25458	27393	52851	-	-	-
8.	Narendragar	29664	30921	60585	6056	3391	9447
9.	Jaunpur	25497	24840	50337	-	-	-
	Total	234649	251712	486361	21045	11850	32895

## FOREST POPULATION

MALE	621
FEMALE	379
<b>TOTAL</b>	<b>1000</b>

The above table indicates that the total population of the district is 5,20,256 out of which 4,86,361 lives in Rural area while only 32895 resides in Urban area. On the other hand the Rural female population is comparatively more than Rural male population. While it is quite opposite in Urban area in Rural areas male population is 48.24% while in Urban area 63.97% female population in Rural area is 51.76% while in Urban area 36.03% it is quite obvious from the above data that most of the activities in rural areas depend upon female population.

## ECONOMIC CONDITION

### *OCCUPATIONAL STRUCTURE*

The economy of the district is predominately agricultural around 77.92% of the main workers are cultivators and 1.01% are agricultural labours only 4.25% worker engaged in mining industries and manufacturing trade commerce is not developed. Only 2.82% workers are engaged in trade and commerce. The following is the distribution of main worker in this district.

Table 1.9

### CATEGORY WISE MAIN WORKERS

S.No.	CATEGORY	PERCENTAGE OF TOTAL WORKER
1.	Cultivators	77.92
2.	Agricultural Labourers	1.01
3.	Other Primary Occupation	2.80
4.	Mining & Industries	0.05
5.	Manufacturing	4.20
6.	Trade & Commerce	2.82
7.	Transports & Communications	1.10
8.	Others	10.10

Sources District Strticut Hand Book 1996

### *Land use pattern*

A large part of the district (69.52) is under forest, only (12.76) percent is net sown area and rest is under non-agricultural uses and waste land. The following table gives clear picture of land use pattern of the district.

Table 1.10

### LAND USE PATTERN

S.No.	CATEGORY	PERCENTAGE TO <u>REPORTING AREA</u>
1.	Under Forest	69.52
2.	Cultivable Waste	11.26
3.	Fallow	0.99
4.	Un-Cultivable waste	1.39
5.	Used other than agricultural	1.41
6.	Pastures	2.56
7.	Orchards Groves	0.11
8.	Net Area sown	12.76
	<b>Total Reporting Area</b>	<b>100</b>



## ***DISTRIBUTION OF OPERATIONAL LAND HOLDINGS BY SIZE***

There is skewed distribution of operational land holding in the district. More than 43% of holdings are below 0.5hact. and while 25% are between 0.5 to 1.00hact and 21.36 percent are having 1 to 2 hact. Land. And there are very negligible percent of 2 to 4 and more than 4 stact land holders.

Table1.11

### **DISTRIBUTION OF OPERATIONAL LAND HOLDINGS BY SIZE**

S.No.	Size of Holding Range in Hact.	Number	Area (In Hact.)	% of total holding
1.	Below 0.5	34082	7193	43.32
2.	0.5 to 1.00	20360	13756	25.88
3.	1.00 to 2.00	16830	22799	21.39
4.	2.00 to 4.00	6517	16975	8.28
5.	4.00 to 10.00	870	4511	1.10
6.	above 10.00	NIL	NIL	NIL
	<b>Total</b>	<b>78659</b>	<b>65234</b>	<b>100.00</b>

### ***CROPING PATTERN***

Agriculture is the main occupation of this district, but due to various human and natural factors, its production is not sufficient. Like other regions of India this area is also characterised by its seasonal agricultural practices. Kharif and Rabi are to main cropping seasons. Rice, Wheat, Mandua, Jhangora and Barley are the main food crops of this district . Potato, Maize Tobacco, Oil seeds are also grown in the districts. Only 19.47% of the net cropped area is irrigated.

The following table shows the cropping pattern of this district.

## TABLE FOR GRAIN

Table 1.12

S.No.	Name of the crop	Production in the Year (Mt.Tun)	
		1993-94	1994-95
1.	Paddy	22123.00	23088.00
2.	Wheat	42861.00	48711.00
3.	Barlay	3514.00	4270.00
4.	Maize	1732.00	2252.00
5.	Mandua	23644.00	22034.00
6.	Jhangora	21822.00	29421.00

## TABLE FOR PULSE

Table 1.13

S.No.	Name of the crop	Production in the Year (Mt.Tun)	
		1993-94	1994-95
1.	Urad	565.00	555.00
2.	Masoor	696.00	908.00
3.	Gram	11.00	20.00
4.	Pea	125.00	238.00
5.	Toar	418.00	515.00

## TABLE FOR OIL SEEDS

Table 1.14

S.No.	Name of the crop	Production in the Year (Mt.Tun)	
		1993-94	1994-95
1.	Musterd	666.00	831.00
2.	Til	86.00	72.00
3.	Soyabeen	97.00	362.00

## TABLE FOR OTHERS

Table 1.15

S.No.	Name of the crop	Production in the Year (Mt.Tun)	
		1993-94	1994-95
1.	Potato	27856.00	26607.00
2.	Tobaco	110.00	128.00

Source - Statical Hand Book 1995-96

It is evident from the above table that Paddy, Wheat and Potato Crops are the only crops which occupied maximum area and other crop could not get such preference due to there very low production.

## INFRASTRUCTURE

### *TRANSPORT AND COMMUNICATION*

The district is well served by roads. All blocks head quarters are connected by roads, the total length of road in 1994-95 was 1640 Km. The total length of Pucca roads was 1576 Km. in 1994-95, 1153 villages are connected by roads . In 1994-95, 1272 Km. roads was under P.W.D. and 268 Km. was under D.G.B.R. there was 287 Post offices and 64 Telegraph offices in 1994-95 the telephonic facility are also available in the district. There are 207 P.C.O. but Telephone facility is not available in remote areas.

### *ELECTRICITY AND POWER*

The major power consumption is under domestic use followed by industrial use and commercial use. There were about 76% villages electrified in the district upto 1995-96 while all the urban localities had this facility all block head quarters also head electrified but the power supply is irregular. It can be hardly relied upon for its utilisation for industrial purpose.

### *BANKS*

There are 45 branches of nationalized banks in the district upto 1995-96 and 19 branches of regional rural banks while 22 branches of district co-operative banks in the district in 1995-96 .

Table 1.15

S.No.	Name of blocks	Nationalised banks	Rural Banks	Distt. Coprative Banks
1.	Bhilangna	04	05	02
2.	Jakhnidhar	08	----	03
3.	Kirtinagar	04	01	02
4.	Deopryag	04	01	02
5.	Pratapnagar	02	02	01
6.	Thauldhar	01	03	01
7.	Chamba	07	02	06
8.	Narendra Nagar	08	02	03
9.	Jaunpur	07	03	02
	Total	45	19	22

Sorce- District statical hand book 1995-96.

## ***DRINKING WATER***

Though under the water supply scheme all the urban areas are covered, yet the water supply in the urban areas is not sufficient and properly maintained. Similarly 99.13% of villages are shown under water supply scheme and pipe line were layed in the rural areas but water supply is very poor and irregular. Therefore, the rural population has to depend on the old traditional water resources.

## ***SOCIO-CULTURAL OF FEATURE***

Social culture is that complex which includes knowledge, belief art, morals, law, customs and any other capabilities and habit acquired by man as a member of society. The social culture of the district is very old during the Vedic age. All the eminent Saints came here for meditation and after this period Tehri was the kingdom of Tehri King, and the whole Tehri district was under the control of Tehri King and social customs of this area are according Hindu's Religion and the people of this district are very honest and God fearing. In the old times there is no question of theft in this region. People are generally when they go out leave their doors unlocked.

However the various forces of the modern world such as urbanization, industrialization, improved means of communication and transportation has broken spatial as well as social isolation of this region and also altered their destructive character and cultural life through contacts with modern urban communities and have brought a number of changes in their socio-economic and cultural life.

Now we notice the broader changes in family structure, inter personal relation among the family members of the villages.

## ***SOCIO ECONOMIC STRUCTURE***

In the view of various aspects of the district and now it must be quite clear that Tehri Garhwal in an undeveloped district, characterise by all most substitute agriculture, in adequate infra structure, lack of enterprenurship and lack of industrialization and poor quality of human resources . This fact has also high lightened by Honorable High court as well as Supreme Court - has announced all the hill district are backward. The most important cause of the backwardness of the district has been its socio economic structure .

Agriculture yield can not support The whole population. The industrial growth is very poor. In fact, hardly any new investment are not coming in the district and even existing units are becomming sick and closing down. Unemployment and under employ~~ment~~ent leads to migration. Children are also engaged to help their parents in house hold works.

The socio economic structure,poverty and unemployment has also resulted in lowering down the status of women and discrimination against girl child . The girl are mainly engaged in grazing their cattles, sibling care and other house hold works. The nonparticipation of rural population in educatiuon and other development activities should be in the background of the social organisation of which they are an integral part. In the view of these constraints streching back to centuries. It is meaning less to concede that these groups are capable to improving their lot on their own .

## ***CONCLUSION***

It is obvious the conclusion which emerges from the above analysis that Tehari Garahwal has had stunned economic growth having the problems of large\_scale of unemployment, very low agricultural production, lack of industrialisation, proper transpotation, media, educational and technical industries,various Geographical factors tradition an culture.The social structure has superimposed over it is mass illiteracy.

There for felt need is that effective measures and planinig be taken to get it out of above

back wardness empowerment of weaker section. paticularly of women and improving the quality of human resourses must be starting point. For this, a massive programming is required for bringing their children in schooling system along with concentrate measures to create awareness in these sections, so that they are capable of utilizing the services provided by the government .

## CHAPTER II

# EDUCATIONAL PROFILE OF THE DISTRICT

### **INTRODUCTION:-**

Before the rule of Bhawani Shah (1859 -71), there were no educational institutions in Tehri state. During his period Sanskrit Pathshala, were opened to be educate the people. English education was introduced in the state by Pratap Shah, when he established the Pratap High School in Tehri in 1875. On 31 March 1908 the total number of student in Pratap High School were 233. In 1940 this school was raised into an Intermediate college.

Upto 1901 only 2.2% of the population was able to read and write. In this year there were 5 primary school with 303 pupils. The number however was steadily increasing. In 1880-81 there were only three school with 203 student and in 1935 the number of primary school had increased to 260. But during the regime of king of Tehri state establishment of schools of different category was slow but after independence and merger of Tehri state. The number of schools increased.

### **LITERACY**

Development is directly concerned with its literacy. A major portion in the district lives in rural areas whose literacy rate is not very satisfactory due to Geographical, social and cultural barriers.

TABLE 2/1

### **LITERACY RATES FOR 1991**

S.No.	Particulars	Category	Total literacy population	Percentage	Total literacy of UP
1.	URBAN	Male	15830	75.22	69.98
		Female	6345	53.54	50.38
		Total	22175	67.41	61.00
2.	RURAL	Male	132434	56.44	52.11
		Female	51464	20.45	19.02
		Total	183898	37.81	36.66

3.	FOREST	Male	378	60.87	-
		Female	148	39.05	
		Total	526	52.60	
4.	TOTAL	Male	148642	57.99	55.73
		Female	57957	21.96	25.31
		Total	206599	39.71	41.60

The above comparative table indicates that the literacy rate in urban area fairly good than the rural areas. The same is applied with the 75 female literacy percentage. Though the over all literacy rate of district Tehri is slightly more than the literacy rate of Uttar Pradesh. Yet the female literacy rate is too poor. The female literacy plays a vital role in this district. there are social, traditional and cultural, customs which do not permit and give the opportunities to enhance the literacy rate. Therefore it is essential to give more emphasis on the girl education and we have to short out the ways and means to enrich the rate of women literacy.

### ***BLOCK WISE LITERACY RATE***

The women literacy rate of the district is very poor and particularly in interior blocks Bhilangna, Pratapnagar & Jaunpur have less literacy rate due to Geographical, traditional and poor socio-economic conditions.

## **BLOCK-WISE LITERACY LEVEL**

**TABBLE-2/2**

S.N.	NAME OF BLOCK	LITERATE			LITERACY PERCENT		
		Male	Female	Total	Male	Female	Total
1.	Bhilangna	20831	6896	27727	48.16	14.51	30.54
2.	Jakhani Dhar	21567	8746	30313	62.76	27.38	45.72
3.	Kirtinagar	14789	8631	23420	73.41	40.46	56.46
4.	Devprayag	13727	6574	20301	57.02	23.97	39.42
5.	Pratapnagar	15109	3411	18520	59.35	12.45	35.04
6.	Thauldhar	12637	4356	16993	57.68	19.48	38.38
7.	Chamba	15748	7994	23742	63.36	29.79	45.93
8.	Narendra Nagar	21346	8193	29539	59.56	23.88	42.18
9.	Jaunpur	12510	3008	15518	49.06	12.12	30.83
	Forest	378	148	526	60.87	46.39	52.60
	<b>Total</b>	<b>148642</b>	<b>57957</b>	<b>206599</b>	<b>57.99</b>	<b>21.96</b>	<b>39.71</b>



The table gives an implicit picture of all round women education of the district which indicates the male literacy rate is higher than female. So it is requested to give more attention to enhance the female literacy rate in the district.

TABLE 2/3

**BLOCK WISE LITERACY RATE**

S. N.	Name of Block	Rural Literacy%			Urban Literacy %			Forest Literacy %			Total Literacy %		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Bhilangna	48.16	14.51	30.54	-	-	-	-	-	-	48.16	14.51	30.54
2.	Jakhani Dhar	54.76	20.16	36.10	75.72	52.64	67.62	-	-	-	62.76	27.38	45.72
3.	Kirtinagar	73.28	40.03	56.05	77.12	63.64	72.21	-	-	-	73.41	40.46	56.46
4.	Devprayag	56.26	22.82	38.33	71.57	55.18	64.19	-	-	-	57.02	23.97	39.42
5.	Pratapnagar	59.35	12.45	35.04	-	-	-	-	-	-	59.35	12.45	35.04
6.	Thauldhar	57.68	19.48	38.38	-	-	-	-	-	-	57.68	19.48	38.38
7.	Chamba	63.36	29.79	45.93	-	-	NA	-	-	-	63.36	29.79	45.93
8.	Narendra Nagar	56.72	20.59	38.28	74.64	53.82	67.76	-	-	-	59.76	23.88	42.18
9.	Jaunpur	49.06	12.12	30.83	-	-	-	-	-	-	49.06	12.12	30.83
	Forest	-	-	-	-	-	-	60.87	39.05	52.60	60.87	39.05	52.60
	<b>Total</b>	56.44	20.45	37.81	75.22	53.54	67.41	60.87	39.05	52.60	57.99	21.96	39.71

The above table shows the poor literacy rate of women in rural area of the district. While the literacy rate of urban is quite satisfactory. Therefore, it is essential that more emphasis should be given on women literacy for increasing it. We have to give more financial support to educate the girls population. The female literacy rate in all blocks is far behind than the male literacy rate not only rural but also urban areas. A special programme should be started in the district to check the literate from migration and to serve their own district.

**EDUCATIONAL INSTITUTES**

There are only four Degree Colleges. 90(Ninety) Inter mediate Collage. 57(fifty seven) High School. 296 Junior High Schools and 1174 Parishadiya Primary School in the district. The following table gives the details of the various kinds of institutions in the district.

TABLE 2/4

## EDUCATIONAL INSTITUTES

S.No.	Name of Blocks	No. of Educational Institutions						
		Primary			Junior	High School	Inter mediate	Degree College
		Parishadiy	Model	Recognised				
1.	Bhilangana	193	7	18	50	09	15	01
2.	Chamba	113	5	28	26	10	11	01
3.	Devprayag	122	5	13	34	05	12	01
4.	Jaunpur	156	3	13	41	05	06	00
5.	Jakhanidhar	115	2	35	30	05	10	01
6.	Kirtinagar	112	2	13	23	04	13	00
7.	Narendra Nagar	136	4	25	36	05	11	00
8.	Pratapnagar	120	1	8	30	07	07	00
9.	Thauldhar	107	2	165	26	07	05	00
	<b>Total</b>	<b>1174</b>	<b>31</b>	<b>296</b>	<b>57</b>	<b>90</b>	<b>04</b>	

Source B.S.A. Tehri

### SCHOOLS BY TYPE OF BUILDINGS

(There are 1174 Primary School in this district. Most of the schools from ~~these schools~~ are of two room set which accounts- 95.44 percent. Still there are 23 school(1.7%) which have a single room and out of these 23 schools 10(ten) schools are in DOOB KSHETRA"(catchment are of Tehri Dam) There are 3 schools are building less and out of these 3 schools 2(two) schools are in Doob KSHETRA; Only 28 schools which have three rooms. The following table shows the number of schools by type of building.

TABLE 2/5

### SCHOOLS BY TYPE OF BUILDINGS

S.No.	Particulars	No of Schools	As % of Total
1.	Building less	03 (01)	0.25
2.	Schools with one rooms	23(23)	1.96

3.	School with two rooms	1116	95.06
4.	School with three rooms	28	2.39
5.	School with four rooms	03	0.25
6.	School with more than four rooms	01	0.09
	<b>Total</b>	<b>1174</b>	<b>100</b>

Source. B.S.A. Tehri.

### *Block wise schools by type of buildings*

There are 1116 Primary schools which have only two rooms and it is 95.06% of the total schools . There are 23 schools which have a single room. Only 32 schools have three or more than three rooms in the district.

TABLE 2/5(II)

## **BLOCK WISE SCHOOLS BY TYPE OF BUILDINGDS**

S.No.	Name of the Block	No. By Type Of Building						
		Building less	One room	Two room	Three room	Four room	More than four room	Total
1.	Bhilangana	-	-	191	01	01	-	193
2.	Chamba	-	-	110	03	-	-	113
3.	Devprayag	-	07	108	07	-	-	122
4.	Jakhnidhar	01	03	108	03	-	-	115
5.	Jaunpur	-	-	156	-	-	-	156
6.	Kirtinagar	-	-	111	01	-	-	112
7.	Narendra Nagar	01	-	128	06	01	-	136
8.	Pratap Nagar	-	-	119	-	-	01	120
9.	Thauldhar	01	13	85	07	01	-	107
	<b>Total</b>	<b>03</b>	<b>23</b>	<b>1116</b>	<b>28</b>	<b>03</b>	<b>01</b>	<b>1174</b>

The above table shows the block wise distribution of schools with their type of buildings.

## DELAPIDATED BUILDING-

The number of those school building which require complete reconstruction are 121 (10.31%) schools. In addition there are 140 ( 11.93%) schools buildings which need major repairs and 250 school buildings which need minor repairs. The following table gives the details .

TABLE 2/6

### DELAPIDATED BUILDING

S.No.	Particulars	No Of School Building	As% Of Total
1.	No of School Building which require complete reconstuction	121	10.31
2.	No of S.B. which need major repairs	140	11.93
3.	No of S.B. which need mionr repairs	250	21.29

Most of these buildings are very old and these buildings are not usable for class teaching in proper way. It is not possible to conduct teaching work in these buildings without reconstruction or repairing. of these buildings.

## STUDENTS RELATED INFORMATION

Out of 1174 schools in 481 (4-0.97 percent) schools the number of children ranged less than 50. There are a large number of school where number of children are less then 100 whose number 947 (80.66%). And in 54 schools (1.28 percent) where the number of children is upto 150.

TABLE 2/7

### PRIMARY SCHOOLS BY NUMBER OF STUDENTS

S.No.	Range of Enrollments	No of Primary schools	As % of Total
1.	Less than 50	481	40.97
2.	Between 50 -100	466	39.69
3.	Between 100 -150	173	14.74
4.	Between 150 -200	39	3.32
5.	Between 200 -250	13	1.11

6.	Between 250 -300	00	00
7.	Above	02	0.17
	<b>Total</b>	<b>1174</b>	<b>100</b>

Source B.S.A .Tehri

*As village the same as Hab?*

### ACCESSIBILITY OF SCHOOLS-

The total number of inhabited village in the district at present are 1778 and the total number of primary school is 1174. Thus every village does not have a primary school. The average number of primary school per village in 1999 worked out to be 0.66 per village. As regard the accessibility there are 1012 villages which have a school within the village and 47 schools within a distance of 1 Km. The following table shows the classification of villages according to distance from Primary school.

*1000?*

TABLE 2/8

*Accessibility?*

### CLASSIFICATION OF VILLAGES ACCORDING TO DISTANCE FROM PRIMARY SCHOOL

S.No	Name of Block	In Village	Less Than 1km.	1-3km	3-5 Km.	More Than 5Km.	Total
1.	Bhilangana	196	3	51	6	4	260
2.	Jakhanidhar	91	-	52	5	-	148
3.	Kirti Nagar	98	12	30	9	4	153
4.	Devprayag	79	9	127	19	11	245
5.	Pratap Nagar	105	1	13	1	2	122
6.	Thauldhar	108	7	55	6	-	176
7.	Chamba	91	12	97	9	5	214
8.	Narendra Nagar	104	3	68	25	8	208
9.	Jaunpur	140	-	92	13	7	252
	<b>Total</b>	<b>1012</b>	<b>47</b>	<b>585</b>	<b>93</b>	<b>41</b>	<b>1778</b>

Source Distt. Statical Year Book 1996

According to above table that 56.92 percent of all the villages had primary schools. in the villages.2.64 percent villages had primary school less at than 1 Km. 32.90 percent village had primary school within 1to 3 Km. and 5.23 within 3-5 Km. and 2.31 percent villages had primary school in a distance of more than 5 Km, 35 percent villages would need primary schools. The exact number of schools needed would be discussed later.

### **UNSERVED HABITATION-**

In district there are 359 habitations which require primary schooling facility. 122 habitations fulfil the norms of State Govt. where primary school can be provided. Rest 237 habitations do not fall within State norms where alternative schooling facility is being proposed.

**TABLE 2/9**  
**UNSERVED HABITATION AS PER NORMS**

S.No.	No. of Block	No. of Primary School	Un-Served Habitation As per Norms		
			As per Norms	Out of Norms	Total
1.	Bhilagana	193	14	18	32
2.	Chamba	113	10	11	21
3.	Deoprayag	122	15	52	67
4.	Jakhanidhar	115	19	09	28
5.	Jaunpur	156	11	11	22
6.	Kirtinagar	112		46	53
7.	Pratapnagar	120	16	04	20
8.	Narendra Nagar	136	20	32	52
9.	Thauldhar	107	10	54	64
	<b>Total</b>	<b>1174</b>	<b>122</b>	<b>237</b>	<b>359</b>

Source - B.S.A. Tehri 1998-99

After opening 122 formal schools there will be no unserved habitation in the district as per norms. besides des 237 habitations in the district which do not qualify under norms, hence alternative school would be opened in all habitations.

**GROSS ENROLLMENT RATIO**

The gross enrolment ratio in primary school in the district in The year 1997-98 was 88.09%, which indicated that this percentage of children of the age group of 6-11 year were enrolled. The GER, for 1998-99 enrolment is 90.63%.

TABLE 2/10(I)

**GROSS ENROLLMENT RATIO**

Year	No of Children 6-11			Children Enrolled			Ger		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1994-95	46378	45411	91789	39421	38449	77870	85.00	84.67	84.83
1995-96	47495	46102	93997	41249	39509	80758	86.85	85.7	85.91
1996-97		48815	47365	96180	43201	40685	83.886 88.5	85.89	87.21
1997-98	49628	47838	97466	44725	41141	85866	90.12	86.0	88.09
1998-99	50368	48551	98919	46587	43063	89650	92.49	88.7	90.63

**S/C CHILDREN 2/10**

1994-95	7987	7000	14987	6410	5308	11718	80.26	75.83	78.18
1995-96	8009	7086	15095	6554	5394	11958	81.84	76.13	79.22
1996-97	8856	7529	16385	7346	5863	13209	82.95	77.87	80.62
1997-98	9011	7584	16591	7515	5938	13453	83.4	78.3	81.9
1998-99	9102	7725	16827	7828	6217	14045	86.0	80.2	83.47

It would be obvious that GER in 1998-99 was 90.63% while for girls it was 88.7% .GER for SC children was 83.47% and for scheduled caste girls it was only 80.2% . The GER of scheduled castes was particularly low as compared to general category children.

Table 2/10(II)

**ENROLLMENT**

Year	Total enrollment			Parishadiya School			Recognised School		
	Boys	Girls	Total	Boys	Girls	Total 90.5%	Boys	Girls	Total 9.5%
1994-95	39421	38449	77870	37815	32689	70504	4232	3134	7366
1995-96	41249	39509	80758	38901	34274	73175	4303	3280	7583
1996-97	43201	40685	83886	39235	37051	76286	4311	3289	7600
1997-98	44725	41141	85866	39529	38365	77894	4321	3651	7972
1998-99	46587	43063	89650	40692	39071	79763	5895	3992	9887

The above table indicate that enrollment ratio in Praishadiya Schools in 1994-95 was 70504 about 90.5% while in recognised school it was 9.5.% these datas in comparison to 1998-99 are encourageble about enrollment in Paridhadiya schools but due to lack of basic facilities the enrolment ratio in Parishadiya school in comparison to recognised school is less.

**DROP-OUT RATIO**

The rate of drop out is very high in the district out of the children enrolled in class -1 only 35.36% children continued there education till class -5. It is clear that boys 34.6% stayed in the school up to class -5. The situation with regards to girls is some what encourageble as 36.44% stayed upto class-5 . In other words 65.4% boys were drop out while girls were 63.56% drop out . The situation is very pity and we have to check it at once at any cost .

TABLE 2/11(I)

**ENROLLMENT FROM 1994-95 TO 1998-99 IN PRIMARY SCHOOLS**

Class	I			II			III			IV			V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1994-95	14927	10435	25362												
1995-96				12289	8348	20437									
1996-97							9891	6182	16073						
1997-98										7668	4552	12220			
1998-99													5165	3802	8967



TABLE 2/11(II)

**RETENTION RATIO IN %**

Class	I			II			III			IV			V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1994-95	100	100	100												
1995-96				82.37	78.08	80.58									
1996-97							66.26	59.24	63.37						
1997-98										51.37	45.53	48.14			
1998-99													34.60	36.44	35.36

TABLE 2/11 (II)

**DROP OUT PERCENTAGE**

Class	I			II			III			IV			V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1994-95															
1995-96				17.63	21.92	19.42									
1996-97							33.74	40.76	36.63						
1997-98										48.63	56.47	51.86			
1998-99													65.4	63.56	64.65

**TEACHER RELATED INFORMATION (TRI)**

These are 2462 teachers working with 1174 primary school against 2816 sanctioned posts and thus 354 posts are lying vacant.

At present 42.6% lady teachers are working primary schools.

Table 2/11(III)

**TEACHER'S POSITION**

Total Number of sanctioned Post of Teacher	Working	Vacant	Sanction post of Head Teacher
2816	2462	354	817

## *TEACHER PUPIL RATIO*

The total number of teachers in primary schools in the districts is 2462. The percentage of lady teachers in the district is 42.6 while the number of children enrolled in 1998-99 age ~~89655~~ (46587 boys and 34068 girls). Thus the teacher people ratio is 1:36. The distribution of primary school according to teacher pupil ratio is shown in the following

TABLE 2/12

### **PRIMARY SCHOOLS AS PER TEACHER PUPIL RATIO**

S.No	Teacher-Pupil Ratio	No of Primary School	% of Total Primary School
1.	Less- Than 1:20	335	28.53
2.	1:20-30	244	20.78
3.	1:30-40	219	18.65
4.	1:40-50	134	11.42
5.	1:50-60	105	8.95
6.	1:60-70	53	4.51
7.	1:70-80	34	2.89
8.	1:80-90	24	2.05
9	More-Than 1:90-Above	26	2.22
	Total	1174	100

Source - B.S.A. Tehri

### **BLOCK WISE TEACHER PUPIL RATIO**

There are 9 blocks in the district out of which four blocks have a teacher pupil ratio higher than the district average. It shows that the posting of teachers need to be rationalised . The following table shows block wise enrolment of no. of schools and teacher pupil ratio.

TABLE 2/13

**BLOCK WISE TEACHER PUPIL RATIO 1998-99**

S. No.	Name of Block	Total no of schools	Total no of children enrol.	No of Teacher	Teacher pupil Ratio
1.	Bhilangna	193	17,673	418	41:42.3
2.	Chamba	113	9,248	259	1:35.7
3.	Deoprayag	122	8247	221	1:37.3
4.	Jakhanidhar	115	9041	269	1:33.6
5.	Jaunpur	156	7420	268	1:27.7
6.	KeertiNagar	112	7835	245	1:32
7.	Pratap Nagar	120	9157	234	1:39.1
8.	Narendranagar	136	13,492	319	1:42.3
9.	Thauldhar	107	7,542	229	1:33
	Total	1174	89,655	2462	1:36.4

Source B.S.A Tehri

***DRINKING WATER & TOILET FACILITY IN SCHOOLS***

The primary schools in Tehri district are particularly different in availability of drinking water and toilet facility . There are only 81 schools (6.89%) of the total school which have drinking water facility. Out of 1174 schools 44 schools (3.75%) have toilet facility in school campus. The following table gives the block wise position of availability of drinking water and toilet facilities in schools .

TABLE 2/14

**DRINKING WATER & TOILET FACILITY IN SCHOOLS**

S.No	Name of Block	Total No school	School with Drinking Water Facility		School with toiled Facility	
			Total No.	In %	Total No.	In %
1.	Bhilangana	193	14	7.25	03	1.55
2.	Chamba	113	10	8.85	15	3.27
3.	Devprayag	122	13	1.11	04	3.28
4.	Kirtinagar	112	05	446	08	7.14
5.	Narendranagar	136	20	14.7	02	1.47
6.	Pratap Nagar	120	02	1.67	02	1.67
7.	Thauldhar	107	10	0.93	02	1.87
8.	Jaknidhar	115	03	2.61	03	2.61
9.	Jaunpur	156	04	2.56	05	3.21
	<b>Total</b>	<b>1174</b>	<b>81</b>	<b>6.89</b>	<b>44</b>	<b>3.75</b>

**ADMINISTRATIVE SET-UP FOR PRIMARY EDUCATIONS**

The department of primary education at the district level is supervised by Basic Shiksha Adhikari (B.S.A.). B.S.As. is assisted by two Deputy B.S.A. For academic supervision and inspection of primary schools at block level there are 10 Assistance Basic Shiksha Adhikari (A.B.S.A) and 10 Sub-Deputy Inspector of school (S.D.I.) there are 76 central school (Sankul Vidhyalays) covering all the primary schools. ABSAS is responsible for drawing for and disbursing the salary, administration and supervision, transfer and adjustment of teachers within their blocks, sanctioning the leave of teachers construction and repairing of school building additional rooms, games and sports activity in blocks etc.

**OFFICE BUILDING OF BSA**

BSA office is located in New Tehri and has a nice building. It has sufficient furniture for Deputy Inspector and their staff. The key person in primary education i.e. ABSA has no office building. The office of all the ABSA'S are running in one room taken from central schools.

## **LINKING OF PRIMARY EDUCATION.**

It is necessary that for creating a perceptible dent on the problem literary primary education must have organic linking with ongoing programmes which have direct or indirect bearing on education. A brief appraisal of these programmes has been given in the following.

### **DISTRICT INSTITUTE OF EDUCATION AND TRAINING**

The district institute of education and training (DIET) IS located at Madan Negi in Tehri Garhwal district, which is a secluded place, not located on the main road The main building of DIET is not yet taken over by the Deptt. is located about 86 Kms. away from the district head quarter from New Tehri . At present DIET is running in old BTC(Boys ) builing at Tehri. As already said that Tehri due to construction of Tehri Hydro Development Project - Dam is going to be sumerged in near future.. THDC has constructed 2 separate nice buildings for girls and boys in New Tehri to replace the girls and boys, BTC'S from Tehri to New Tehri. Boys BTC buildings is occupied by BSA for running his office, but the girls BTC building is occupied by DIET. In New Tehri Town. both girls and boys B.T.C. have separate fully hostel facilities and some residencial quarters for the staffs.

DIET has conducted many cours for primary teachers as SOPT, Kalp yojana master trainers course for NFE etc. The following is the staff position in DIET.

TABLE 2/15

### **STAFF POSITION IN DIET TEHRI AS ON DEC. 98**

S.No.	Designation	No. of Post Sanctioned	No of Post Filled
1.	Principal	01	01
2.	Vice-Principal	01	Nil
3.	Senior Lectures	06	01
4.	Lectures	17	12
5.	Work Experience Teacher	01	01
6.	Statician	01	01
7.	Librarian	01	Nil

8.	Technician	01	01
9.	O.S.	01	01
10.	Steno	01	01
11.	Clerks	09	09
12.	Labassistant	02	Nil
13.	Class Fourth(IV)	05	05
	<b>Total</b>	<b>47</b>	<b>33</b>

DIET will have a crucial role in DPEP, it would be advisable to shift it to New Tehri because neither the place is suitable for trainers as no body wants to stay at Madan Negi due to non availability of basic medicinal and educational facilities for trainers as no proper place is available outside hostel to stay. There will be hardly any co-ordination between B.S.A. and DIET due to a very long distance.

### ***NON FORMAL EDUCATION***

There are 326 non-formal education centers (NFE) reported to be running in the district. The total ~~no~~ enrolment in these centres are 2624.

Table 2/16(I)

### **N.F.E. ENROLLMENT**

No. of Project	No. of Centers	Enrollment			Total
		Year	Boys	Girls	
3	326	94-95	1416	2279	3695
	95-96	1488	3206	3794	
	96-97	1568	2391	3959	
	97-98	1673	2498	4171	
	98-99	1700	2624	4324	

TABLE 2/16(II)

**NON FORMAL EDUCATION**

S.No	Name of Blocks	No of Centres	Children Enrolled			No of Anudeshak		
			Boys	Girls	Total	Male	Female	Total
1.	Jakhnidhar	100	386	920	1306	43	57	100
2.	Bhilangana	126	761	1180	1941	71	55	126
3.	Chamba	100	553	524	1077	55	45	100
	<b>Total</b>	<b>326</b>	<b>1700</b>	<b>2624</b>	<b>4324</b>	<b>169</b>	<b>157</b>	<b>326</b>

The above table clearly indicates that the total NO. of children studying is N.F.E. centres are 4,324- The total NO. of male instructors are 169 while female in the district are 157

***INTEGRATED CHILD DEVELOPMENT SCHEME (I.C.D.S)***

I.C.D.S. schemes is implemented in five blocks, Bhilangana, Jakhnidhar, Jaunpur, Deoprayag and Kirtinagar. The children of 3-6 year age group are covered under this scheme. This scheme should be strengthened specially in rural areas, and it will help in proper enrolment in schools. At present in above five blocks there are 323 I.C.D.S. centres considering the geographical condition of these areas this number is not sufficient. There should be more centres to be opened in these blocks and the rest four blocks should be brought under this scheme.

***MID-DAY MEAL SCHEME***

The whole district is covered under the M.D.M.S. The children whose monthly attendance is 80% are provided 3Kg. rice in every month. Though this scheme attracts the children to come regularly in schools, yet this does not effect much the retention and drop-out rate of children in primary schools.

***STIPAND SCHOLARSHIP FOR S.C.***

S/C, S/T, B/C and minority children get scholarship from social welfare department and the amount of scholarship is distributed among the children by school teacher but there is no proper co-ordination between social welfare department and education department. There for children for S.C has to suffer in getting scholarship in due time.

## **MAHILA SAMAKHYA**

Mahila samakhya had already been introduced in Jakhnidhar Block of the district Tehri. The members go door to door and try to find out due causes of women illiteracy. Poverty and the lack of awareness are the main causes of illiteracy in women.

## **OPERATION BLACK-BOARD**

Operation Black Board Scheme was introduced in the district in 1990-91 most of the schools has been covered under this scheme but it is unfortunate that the material provided in this scheme is not upto the mark so the teachers do not make use of this material.

## **TOTAL LITERACY CAMPAIGN(TLC)**

"Bhagirath Jyoti" is the name given to TLC in district Tehri. It is running since March 1993. The illiterate group of 9 to 35 years of age is covered under this scheme. The survey of this campaign was done to know the number of illiterate and total no. 92121 were found illiterate in the district.

### **No. of Enrolled**

<b>No. of Illiterate identified</b>	<b>Enrollment update</b>	<b>Completed Praveshika</b>		
		<b>I Praveshika</b>	<b>II Praveshika</b>	<b>III Praveshika</b>
92121	84060	79665	64159	54049

Source- Secretary TLC. Tehri

## **DISTRICT RURAL DEVELOPMENT AGENCY (D.R.D.A)**

D.R.D.A. sanctions the amount for construction of buildings under JRY. For the other petty construction and other amounts of the work is done by B.S.A. through V.E.C. D.R.D.A's constructions work of building is constructed through private contractors and D.R.D.A provides 60% of the fix amount to education department, but there is lack of co-ordination between these two departments by which the constructions woks suffer and the quality of construction is not satisfactory.



## *MEDICAL AND HEALTH DEPARTMENT*

There are 35 Aulopathie Hospitals, 24 primary Health centres and in these Hospitals 70 Doctors, 198 para medical workers and 440 other medical staff is in employeed in the district though school health programme is for the school but there is not proper health checkup to the childern in the schools. There is a vital need of regular health check of the children. For this proper and regular health inspection scheme of the schools should be properly launched.

## *CONCLUSION*

Several factors are responsible for the qualitative and quantitave developement of primary education. Among there are the in adequacy of building accommodation, other furniture, lack of proper supervision and proper training of teachers. Supervisory staff is over loaded by different types of activities there for they can not spare their time for proper supervision of schools . In hill areas geographical and climatical conditions are the problem of supervision.

There is no proper posting of teachers in the schools due to political pressure and other reasons this hampers the proper education in the school. Besides this, the unattraction school enviornment, iregular presence of teachers, indiffrent attitude of teachers towards teaching are mainly responsible for poor condition of education in primary schools. On the other hand the customs and traditions, poor literacy of parents, poor socio-economic conditions, long distances of school, early marriage of girls play vital role for drop out of boys and girls in primary schools of the district .

All the above deficiencies can be irradicated only by the active paticipation of local people but also proper supervision, training of teachers and providing sufficent buildings and furnitures etc. in the schools.

## CHAPTER III

### PLANNING PROCESS

The government of India adopted Centralised planning system and in this system the physical and financial programmes were handled over to district and the State planning department. At present there is no scope to take the peoples aspirations and their involvement in planning and development management and with result of this the people do not participate in these programmes. This has happened in case of primary education as the planners and education at administrators do not consider the social structural determinant of education.

In order to remove above defects the District Primary Education Programme ( DPEP ) start new approach and it lays emphasis on local area planning with decentralised planning and management. It is generally admitted that reasons are important but not sufficient education for achieving the goal UEE. Which has there aspects viz, universal access and enrolment. Universal retention of children up to 14 years of age and a substantial improvement in quality of education. Therefore, DPEP lays greatest emphasis on particularly planning so that the community takes the responsibility of management of primary education. Therefore the process of education and planning should be beginning from lowest level to sub district levels and District levels.

The planning process for preparation of perspective DPEP plan for District Tehri orientation training workshop of District level officers involved in planning process held at State Headquarter Lucknow. On 3<sup>rd</sup> Dec. in 1998 in which Principal DIET along with senior lecturers and BSAs participated . In this workshop needs of data and methodology of participatory planning were discussed. After this a training programme for core planning team was organised at Mussorie in which Principal DIET, two senior most ABSAS and District account officer participated in this training camp. Data collection, methodology of participatory planning and preparation District perspective plan was thoroughly discussed.

For preparation District perspective plan a number of meetings were organised at the District level and sub Divisional levels. Focus groups discussion were also held at the Block and village levels. Besides this the meetings were organised in the areas where girls and schedule caste literacy percentage is poor. The core team has also consulted the representatives of NGOs officers of other departments, public representatives, educationists women representatives and representatives of teachers association.

## *THE FOLLOWING ARE THE MAJOR FINDINGS OF F.G.Ds*

1. On the basis of focus group discussions at different level the important factors were identified which were responsible of girls belonging to deprived section The most important reason which were derived on the basis of F. G. D. are -(1) sibling care and house hold occupation (2) poor economic condition of family (3) Inconvenience of school timing (4) Distance of Schools. (5) In sincere teachers.(6) Peculiar social traditions and customs.(7) In different attitude of teachers .
2. The main reason of far non -enrolment SC boys are - (1) poor economic condition .(2) In different attitude parents regarding the children education (3) In convenient school-timing and long distances of school. (4) In sincere teacher in school . (5) Illiteracy of parents. (6) Need of children in domestic occupations (7) Discriminating attitude of teachers.
3. Regarding the dropout of boys & girls various type of responses were received - (1) In ability to bear school expences.(2) Engaged in family income activities (3) In different attitude of teachers to wards deprived section childrens (4) Sibling care . (5) Early marriage of girl child (6) Inconvenient timing .(7) Ignorance of about the utility of education.

On the basis of informations collected through attendance registers S/C boys were attending school only few days in a month while Sc girls were attending for 18 days in a month Simultaneous girls of general category were attending school for 22 days and boys 25 days in a month. It is also emerged that the illiterate parents specially mothers is an important factor for discontinuation of girls education and early marriage was also responsible. for the dropout of girls and S/C boys .

It is also found that for lack of interest in studies the boaring syllabus, monotonous teaching and harsh behaviour of teachers are responsible for it.

For promoting enrolment and retention among SC and girls the following measure were proposed by the members of disadvantaged group and social workers in the particular areas.

- I. Provision of text books to all girls of general category and SC.ST. girls.
- II. Home teachers in those villages in which girls and boys. do not attend school.
- III. Provision for alternative schooling without rigid timings to facilitate girls to attend such schools.
- IV. Vocation oriented education for girls such as knitting, sewing, handicraft, food processing.
- V. Attitudinal changes in teachers.

VI. Adjustment of school timings and holidays with routine life in the villages.

VII. Provision of para teachers in those schools where single teacher is appointed.

On the basis of F.G.D. it is essential to create proper environment in village school and mass movement should be organised in the communities to remove age long prejudices against girls education and parents of drop-out children should be encouraged to send their children to schools.

The discussion was conducted by the district planning team and on the basis of it certain issues and problems relating to primary education were identified which are given below -

VEC needs to be strengthened and special training programme to be organised for the V.E.C. members. Village Samiti influential and educated SC.,ST men and women should be formed to encourage and motivate their community members to send their children to school.

Proposals should be made for alternative schooling. Arrangement of opening new school should be made were it is needed some incentives and facilities should be provided to more dedicated teaching staff .So that they may contribute more for increasing the enrolment and enhancing the quality of teaching Involvement of people from all walks of life should be ascertained .Assistance from the voluntary organisations should be taken .

Supervision of schools should be given stress and quarterly training and seminar programme should be organised. For community participation between VEC, PTA,MTA should be strengthened .

### ***BASE LINE ACCESMENT STUDIES***

Simultaneously BAS is being conducted in the district by SCERT through DIET. The findings of BAS will be available in March/Apr.,99. The plan may be revised when the report of BAS will be available.

## **PROBLEMS AND INTERVENTIONS EMERGING OUT OF OPEN MEETING WITH THE DISADVANTAGED GROUP**

<b>Problems</b>	<b>Interventions</b>
1. Sc/St parents are not able to send their children to poverty.	1. Incentive like stipends free book distribution & due proper arrangement of mid day meal are needed.
2. Sc/St and general girls are not able to	2. Adequate awareness needs to be created

- attend schools due to socio economic reasons.
3. Sc St parents do not give proper attention to send their children to schools.
  4. Several children can not attend schools due to large distance of schools from their residences.
  5. Due to rigid timing of school working children are not able to attend schools.
  6. The girls of Sc, St and general do not attend school because of care of sibling distance of school and engagement in domestic works.
  7. Sc parents reaction is that their children are generally discriminated.
  8. In difficult hilly areas teaching generally disrupted in winter season.
  9. Due to geographical and climatic conditions and natural barriers and hindrances children are not able to attend the school in these areas.
- and stipends free distribution of books, and mid day meal and needed.
3. Parent association, literate mother association should be established and adequate awareness should be created among them.
  4. Arrangement of AS & home teachers should be made.
  5. Proper arrangement for their schooling of children should be made according to their convenience.
  6. Women motivator needed to pursue and motivate children and special arrangement of schooling should be made for these girls in night and in the morning time.
  7. Posting of teachers are needed in their particulars areas.
  8. Special teaching arrangement during summer be made for these areas.
  9. Arrangement of home and para teachers should be made for these villages and for remote areas and special permission should be given to open new schools in these areas relaxation of norms of opening new schools.
    - opening of ECCE centers
    - Special strategies for girls for Block/districts/villages where female literacy is very low.

**DETAILS OF PARTICIPATORY INTERACTIONS AND OPEN MEETINGS WITH THE DISADVANTAGED ESPECIALLY WOMEN ORGANISED IN CONNECTION WITH FORMULATION OF D P E P. TEHRI**

Date	Venue	Participants	Issue discussed
3.12.98	SCERT Lucknow	BSA, Distt. Account Officer, Principal DIET. Tehri.	Importance of Perspective plan. Data collection and methodology of participatory planning was discussed.
9.2.98 to 18.12.98	Mussorie	BSA, ABSAS Distt. Account Officer, Principal DIET.	Specific problems of primary Education as expending access, improving the retention and enhancing the quality of Primary Education. Need of DPEP plan data collection and methodology were discussed.
30.12.98	Tehri D.I.E.T.	Counsellor Principal D.I.E.T., B.S.A., A.B.S.A.S. Deputy Inspector Distt. non formal Educatio officer distt. account officer Teacher representatives and lecturers of DIET	Specific problems of primary education Tehri district regarding to Expanding access to primary education. (b) Improving the retention and enhancing the quality of primary education and need of DPEP plan for achieving UEE are broadly discussed.
10.1.99	Block Chamba	Lecturers DIET. AB. S.As Teachers of adjoining school Gram. Pradhans Elected women representatives and scheduled caste and schedule tribe representatives and pramukh, Block committee and B.D.O. and other officials.	Problem of low enrolment, drop-out and retention poor achievement level of children, alternative arrangement of teaching girls s/c and s/t. Motivation of teachers, Reducting of extra non academic work, Coordiantion between B.S.A. and DIET peroples participation in education were discussed. Besides of this, the need of DP.EP. Plan for district throughly discussed.

18.1.99	S/C Block Jaunpur at Thatur	Adhyaksha s/t block. representative of women, Pradhans, lady teachers, literate women of area block level official of area A.B.S.A. and S.D.I.	Courses of low enrolment and retention among. s/c and s/t girls. Possibility of alternative arrangement for the girls of s/c and s t discussed.
24.1.99	Ghansali of Bhilangna Block	Participants Adhyakhs khetra panchayat. B.D.O. deputy B.S.A. A.B.S.A. women members. Lady teachers, members of N.G.O.S. and scial workers.	In adequacy of number of schools facility like drinking water toilet, boundary wall in school, Role of community in education of children improving school buildings by regular repair, maintenance, academic, supervision of girls education discussed.
30.1.99	New Tehri	District Magistrate, chief Development officer, Counsellor, principal DIET, B.S.A. Distt. non-formal Education officer deputy inspector.	Plan formulation strategics in construction and repair of building supervision quality development. Awareness building for removing social evils and other issues were discussed.
31.1.99	DIET	Principal DIET, Lecturer DIET B.S.A., A.B.S.As Representatives Scheduled Caste Member BDC. Lady Representative Educations. Social workers, Retired officers of education and other Department participated	Specific problems of Primary Education of Distt. Tehri regarding expanding access to primary Education, Improving retention and enhancing quality of education were discussed.

## CHAPTER IV

### PROBLEMS,ISSUES AND STRATEGIES

We have analysed the primary education and the status of the schools, the socio-economic determinates of primary education, sociological factors, geographical factors of the district and highly remote areas, responsible for the impending educational development of the district. Simultaneously the other factors like disadvantaged groups, S/C, S/T and specially girls are responsible for the retention of primary school. These factors are interlinked with each other. Without a simultaneous action to contain all these factors it may be not possible to achieve the goals and the objectives of universalisation of elementary education. For taking these problems and issues suitable location and specific strategies need to be formulated. Keeping in view the problems,issues and relative strategies have been divided into the following components-

1.ACCESS AND ENROLMENT

2.RETENTION

3.QUALITY OF EDUCATION

4.CAPACITY BUILDING

It may be however mentioned here that quite a few problems and issues in respect of the above components would be common to all categories of children whether they come from the general category or the focus group. Nevertheless there would be some problems and issues specific to focus groups including the girl child which would be stressed on a priority basis.

#### *1 ACCESS*

##### (A) PROBLEMS AND ISSUES

1. For universal access all universal habitations need facilities of primary education these are in remote, minority & S/C predominant habitations.
2. There are 23 single room schools where the children can not be accommodated .
3. Because of being hill areas, scattered populations and lack of transportation, parents did not take interest in schooling their children.
4. Due to poverty, parents can not afford educational expences .
5. Due to the customs and traditions, girls are dropped from schooling.



**(B) STRATEGIES**

1. In those unserved habitations according to norm new primary school should be opened.
2. In unserved areas where a formal school can not be opened, arrangement would be made for A.S.
3. Shiksha-Ghar (School Home) would be provided for scattered population.
4. A.S. would be opened in the areas where children are engaged in their traditional occupations.
5. Free books, exercise and copies would be provided to those children coming from below poverty line families to all categories of girls.
6. Specified awareness campaign would be launched in remote areas.
7. ECCE will be run in convergence with ICDS.

***ENROLMENT***

**(A) PROBLEMS AND ISSUES**

1. Low enrolment rates of minorities S/Cs and S/Ts and girls
2. Parents illiteracy, ignorance, poverty and like of educational environment in remote areas.
3. Children's engagement in domestic work.
4. Girls help in sibling care and other domestic works and also girls do not have proper clothing.

**(B) STRATEGIES**

1. First of all VECs will be activated and the work of environment building would be done through special meetings of disadvantage groups in which influential persons among the same community will be involved to convince the guardians of the children not going schools.
2. All other methods of creating awareness media, folk songs, folk drama, special films, Nukkad Nataks etc. will be utilised for campaigns.
3. Special help will be taken from female social workers to raise awareness level in women.

4. Linkage will be established with Mahila Samakhya for mobilisation of women and training of women motivators .
5. Gender sensitization programmes will be organised at all level for all functionaries and members of focus groups .

## ***II RETENTION***

### **(A) PROBLEMS AND ISSUES**

1. A large number of school building are in bad conditions and need reconstruction, repair and maintenance .
2. Minimum basic facility in schools do not exists.
3. Parents do not take interest in sending their children regularly to school .
4. Attendance in comparison to enrolment is very poor .
5. Parents demand skill oriented education for girls.
6. Traditionally early marriage of disadvataged groups.
7. Lack of child centred education pattern .
8. Discrimination by teachers among girls, minorities, S/C & S/T children.
9. Drop-out rates in minorities, S/C, S/T is higher.
10. Lack of intresting curriculum (Boaring Syllabus)
11. Traditional methods of teaching .
12. Lack of affection of teachers to the children.
13. Posts of teachers vacant
14. No social Health programme.

### **(B) STRATEGIES**

1. School buildings will be constructed, repaired and maintained .
2. Schools will be made attractive by providing basic facilities through community particiapation.
3. Regular meetings of PTA, VEC & MTA to be held on fixed dates in every school.

4. Environment building to create awareness will be taken up through all the measures.
5. VEC & Teachers will be in touch with the guardians whose children do not present regularly .
6. The responsibility of academic supervision will be of DIET,BSA,BRC & other key functionaries.
7. Skill development instructor preferably lady will be appointed or lady teacher will be trained to equip the girls with use full skills in home science, sewing, embroidery, fruit preservation, knitting and local skills. etc.
8. Interesting curriculum should be included with based on local culture.
9. To create friendly and homely atmosphere among teacher and children.
10. Specified training programmes will be provided to the primary teachers for child centred teaching.
11. Augmentation of school health programme.

### ***III QUALITY IMPROVEMENT***

#### **(A) PROBLEMS AND ISSUES**

1. Preschooling or school preparedness programme through I.C.D.S is not effective.
2. Quality of teaching is poor all over the district.
3. Knowledge and motivation level of the teacher is low as they had not received in service training.
4. Un-suitable and un-interesting curriculum.
5. Low level of minimum level of learning.
6. Lack of competency of teacher in preparing and using teaching material aids .
7. Lack of proper academic supervision in schools.
8. Quality of text books is not satisfactory
9. Poor children do not have text books.

## **(B) STRATEGIES**

1. ICDS workers will be given special training for pre school teaching skills .
2. Opening of ECCE center in non ICDS areas.
3. VEC will be improved to supervision and co-ordinate the working of schools. ICDS and ECCE centers.
4. DIET will be strengthened to take up various training programme under DPEP.
5. The take of pedagogical renewal will be take up and the curriculums text books developed under DPEP-II will be adopted.
6. District and block levels academic resource groups will be consulted for designing and conducting training programmes and adult function and development of master trainers .
7. Monthly meeting will be conducted and district level to sort notes various problems suggested by BRC,NPRC & VEC.
8. Recruitment, training and induction of teachers as may be required rural areas.
9. Development of teaching learning material for ICDS,ECCE & NFE if necessary.
10. Girls and children of SC/ST,poor families will be given free text books.
11. Book Banks will be established in schools.

## ***COMMUNITY PARTICIPATION***

### **(A) PROBLEMS AND ISSUES**

1. Lack of awareness about utility of primary education.
2. Community does not have a sense of belonging for the school and does not take interest in primary education.
3. VECS are ineffective and the member are unaware of their duties and responsibilities.
4. lack of relation ship between community, teachers,academic and super visory functionaries.
5. No proper planing at village level for primary education.

6. Lack of active NGOs working in the field of primary education.
7. Lack of proper relationship between NGOs and Govt. functionaries.
8. Lack of interaction between VEC, community and teachers.

**(B) STRATEGIES**

1. VEC member will be involved in academic supervision after suitable training.
2. Combined workshop of PTA,MTA & VEC member to bring them closer and disclose various problems.
3. Exposure visits of VEC,NPRC,BRC and other key functionaries of DPEP will be organised to enable them for strategies countries of excellence within and out side the state.
4. VEC will be insure convergence of services for children of primary education and give feed back to NPRC & BRCs.
5. Regular mounting of VEC work will be done and they will report there diffeculties to NPRC,PRC & DPEC.
6. Awards will be given to best VEC,S and schools .
7. Regular meeting will be hold between NGOs and goverment functionaries for proper planning functioning .

***WOMEN EMPORWERMENT AND DEVELOPMENT***

**(A) PROBLEMS AND ISSUES**

1. Discrimination against girls child .
2. Low status of women in society.
3. Lack of awareness and illiteracy .
4. Large number of women headed house holds due to migration of men in search of services is a course to hinder girl education as they do not pay to their daughters .
5. Agriculture and animal husbandary of the district totally depend upon women .
6. Women has no role in decision making at the family or other affairs.

**(B) STRATEGIES**

1. Gender sensitization workshops will be organised at various level for both official and non official functionaries with the help of NGOs, women welfare society. Mahilasamakhya etc.
2. Regular meetings and publicity will be organised .
3. MTA(Mother teacher association) and mata samities will be organised regularly to short out the problems of girl child.
4. Net working will be done with the help of Mahilamandals, self help groups etc.
5. VEC women members will be motivated to participate and discuss various issues .
6. Training will be conducted of selected women representative at all levels .

***CAPACITY BUILDING***

**(A) PROBLEM AND ISSUES**

1. Conventional administrative structure is in effective .
2. Teachers training is in adequate .
3. There is a felt need for decentrelisation of orientation and management trainings.
4. DIET is not functioning properly .

**(B) STRATEGIES**

1. The management capacity will be upgraded, quantitatively and qualitative by providing a higher level specialist and other staff along with co-ordinator specialising in alternative schooling training girls education and community participation.
2. Strengthening and stream lining of working of DIET establishment of BRC & CRC will be taken up and there functionaries will be given specialised training and will be sent for exposé visits.

3. Management of training will be done at DIET, BRC, HPCRC with decentralized system.
4. Capacity of project staff will be built through training and exposure.
5. Micro level supervision system will be strengthened.

## ***TEACHER RELATED***

### **(A) PROBLEM AND ISSUES**

1. There are 569 posts of Head teachers lying vacant in the district .
2. Primary teachers are deputed for many non academic jobs and teaching schedule is disturbed .
3. Teacher have no contact with community and no meeting of PTA, MTA & VEC are organised .
4. Teachers generally remain absent from schools.
5. Teachers are ignorant of multigrade teaching.
6. No training to teachers.
7. Lack of motivation to teachers.

### **(B) STRATEGIES**

1. All the vacant posts would be filled up on priority basis .
2. 357 posts of head teachers will be created.
3. Efforts will be made to make the teachers free from non academic duties as far as possible, so the teaching schedule will not disturb.
4. Rigorous training on recurrent basis and its follow up will be done for bringing about attitudinal change in teacher.
5. For checking absenteeism, supervision through CRC, ABSAs, SDIs and member of resource groups will be done .
6. Training and reorientations of academic supervisor will be done to develop in them commitment and devotion according the objectives of DPEP.

## *CONVERGENCE*

### (A) PROBLEM

1. There is no proper co-ordination and linkage of primary education with related departments.

### (B) STRATEGY

1. Convergence will be achieved through VEC at school level from other related departments.



## CHAPTER V

### PROJECT CONCEPT GOALS AND OBJECTIVES

The national policy of education 1986 (NIE) and programme of action 1992(PO.A)has given a great stress and national commitment to universalisation of Elementary Education (UEE) The UEE has three aspects.

1. Universal access and enrolment.
2. Universal retention of children upto 14 years of age and
3. a substantial improvement in quality of Education to enable all children to achieve essential levels of learning.

It has been established from the national experience that UEE should be contextual which entails local area planning with decentralised planning & management. The strategies for UEE have to be augmented by a holistic planning and management approach.

The District primary Education programme (D.P.E.P.) Seeks to operationlise P.O.A. 1992 and enhance effort to develop district specific projects and define specific activities responsibilities time schedule. and specefee targets and it is emphasised that each district will prepare a plan in which specific need and possibilities of the district will be mentened in the from work of wistmet plan . and in this fome work of plan . The ways and mean for achieving the goal will be as certained and provision of automatic system to the disadvantaged group substained improvement in the quality of Education schools facilities obtaining genuine community involvement much in the running of schools and building up local level capacity to ensure effective decentralisation of educational planning should be assured. Therefore to achieve the goal a project should be prepared for implementation of above objectives.

### SETTING OBJECTIVES OF DPEP

#### ***PROJECTED NUMBER OF CHILDREN OF AGE GROUP 6-11 YEARS***

For planning purpose it is necessary to estimate the number of children of 6-11 years age group who must be admitted to primary school during next five years .an attempt have been made to project 6-11 years population during the project period from 1999 -2000 to 2003 -2004 A.D. the population of 6-11 years age group has been assumed as 17.16 percent of total population .The growth rate of population is the district during 1981-91 was 14.69 percent the share of children total 6-11 years age are 17.01%. The boys and girls ratiow in 6 to 11 year age group is 96.39 girls and 100 boys(9.6%) in Sc childdren 84.86 girls and girls and 100 boys (8.48:10)

TABLE 4/1

## PROJECTED NO OF CHILDREN OF 6-11 AGE GROUP

Year	Total No of Children			SC Children		
	Boys	Girls	Total	Boys	Girls	Total
1999-2000	51108	49264	100372	9236	7838	17074
2000-2001	51859	49988	101847	9372	7891	17263
2001-2001	52621	50772	103343	9510	8007	17517
2002-2003	53394	51467	104861	9650	8125	17775
2003-2004	54178	52223	106401	9792	8244	18036

SOURCE - B.S.A. Office Tehri

**ENROLMENT**

One of the major objectives of DPEP is to increase the gross enrolment ratio from the percent level at 90.63% to 105%, 106% for boys and 104% for girls at the end of 2004. The project also aims at increasing the GER for the scheduled cast children from 83.47% to 102% while for schedule caste girls from 80.2% to 102% the break down of year wise targets is given below -

TABEL 4/2

**PROJECTED ENROLMENT OF 6-11 YEARS CHILDREN IN  
PARISHADYA SCHOOL**

*and Targets for GER*

S. No.	PARTICULAR	YEAR				
		1999-2000	2000-2001	2001-2001	2002-2003	2003-2004
1.	GER %	92	94	97	100	105
2.	Total no of children enrolled	92,378	95,772	100,279	104,895	111,739
3.	Boys(GER%)	94	96	99	102	106
4.	Total no of boys enrolled	48,041	49,784	52,094	54,461	57,428
5.	Girls(GER%)	90	92	95	98	104

6.	Total no of girls enrolled	44,337	45,988	48,185	50,437	54,311
7.	S/C Boys(GER%)	88	90	94	97	103
8.	Total no of S/C Boys enrolled	8127	8438	8939	9360	10,085
9.	S/C Girls(GER%)	82	85	90	95	102
10.	Total no of S/C girls enrolled	6427	6707	7206	7718	8326
11.	Total S/C children enrolled	14,554	15,141	16,145	17,078	18,411
12.	Total S/C GER (%)	85.24	87.7	92.16	96.7	102

SOURCE - B.S.A. Tehri

### **GROSS ENROLLMENT**

The gross enrolment ratio (GER) in primary schools in Tehri district in 1997-98 was 88.09% while it increased to 90.63% in 1998-99 of total children age group 6 to 11 years.

TABLE 4/3

### **GROSS ENROLLMENT RATIO**

Year	No. of Children in 6 to 11 years			Children enrolled			GER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1997-98	49628	47838	97466	44725	41141	85866	90.12	86.0	88.09
1998-99	50368	48551	98919	46587	43068	89655	92.49	88.7	90.63
S/C Children									
1997-98	9011	7584	16591	7515	5938	13453	83.4	78.3	81.09
1998-99	9102	7725	16827	7828	6217	14045	86.0	80.2	83.47

The above table shows that boys enrolment was greater than the girls enrolment. The same is with S/C children. the % enrolment of S/C boys in 1997-98 was 83.4% which is about 7% less than the total enrolment. The S/C boys enrolment increased by 2.6% in 1998-99 in comparison to 1997-98 the girls enrolment in 1997-98 in comparison of total enrolment was about 8% less and 8.5% less in 1998-99.

## RETENTION

Currently the retention rate in primary schools in the district is alarmingly low. the over all retention rate is 35.56%. For boys it is 34.6% while for girls it is 36.4% only. The objective under DPEP is to bring the retention rate upto 90%. The year wise targets of over all retention rate and that for boys and girls during the period are shown in the following table -

TABLE 4/4

### TARGETS FOR INCREASING THE RETENTION RATE

S. No.	Particular	Year				
		1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Overall retention rate	38	48	63	78	93
2.	For boys	37	47	62	77	92
3.	For Girls	39	49	64	79	94

taking into account the base year 1998-99 figures and following from the figures in the table 4/3 the time bound programme for achieving the objectives is fixed.

### OBJECTIVE OF THE DISTRICT

1. To increase GER from 90.63% to 105%. The GER for girls on the whole has to be raised from 88.7% to 104%.
2. To reduce the gap in GER for boys and girls.
3. To reduce drop out rate of boys from 65% to 8% .
4. To reduce over all drop out rate from 64% to 8%.
5. To reduce drop out rate of girls from 63% to 6% .
6. To reduce the gap in GER for boys of general category and GER for S/C boys.
7. To reduce the gap in GER for girls of general category and for S/C/ girls .
8. To raise average achievement of basic literacy and numeracy competencies.
9. To provide access for all children to primary formal education where ever possible or its equivalent non-formal education.

In order to achieve the proposed target the following measures should be adopted -

1. To create the environment in the community so that they can plan and implement all schemes related to primary education and take over the responsibility of school management through their own body i.e. VEC.
2. To create awareness and build an environment conducive to primary education especially for girl and disadvantaged sections .
3. To achieve ~~conversance~~ of services and inputs to provide synergic development .
4. To develop innovative approaches to primary education .
5. To build a sound relationship between teachers, VEC members, NPRC members, supervisory staff and others to ensure a creative co-operation and team work sprit .
6. To create and develop teaching skills of teachers ECCE worker and workers of A.S.
7. To develop the capacity of instructors and other functionaries at al levels to meet out the demands of primary education .
8. To make specific efforts for improving educational status children belonging to minority groups, S/Cs and S/Ts.
9. To ensure formal education for unserved areas.

## CHAPTER VI

### DPEP INTERVENTIONS

The district DPEP planning team undertook a situational analysis at the district level to know the factors effecting primary schooling. In this background of the problems and issues were identified. In this chapter we will discuss the interventions proposed under DPEP, to solve the problems and issues to achieve DPEP objectives. These interventions are described in following paragraphs with the main heads

#### OPENING NEW SCHOOL

Non availability of schools within reasonable distance acts as a barrier between children and primary education. To solve this problem of non-availability of school in new villages, it is proposed to open 122 new primary schools in the villages having the population under norms. 30 new primary schools will be opened in second year, 60 in third year and rest of the schools in fourth year and Alternative school 100 will be opened in second year and 137 in the third year.

TABLE 6/1

#### SCHOOL LESS HABITATION AND OPENING OF NEW SCHOOLS

S.No.	Name of Block	Total No. of primary school	Total No. of Unserved Villages as per norms			Opening	
			Revenue	Non Revenue	Total	New School	Alternative School
1.	Bhilangana	193	29	03	32	14	18
2.	Chamba	113	21	-	21	10	11
3.	Devprayag	122	67	-	67	15	52
4.	Jakhanidhar	115	28	-	28	19	09
5.	Kirtinagar	112	40	13	53	07	46
6.	Jaunpur	156	22	-	22	11	11
7.	Narendra Nagar	136	52	-	52	20	32

8.	Pratapnagar	120	29	18	20	16	04
9.	Thauldhar	107	64	-	64	?	?
	TOTAL	1174	325	34	359	122	237

For such habitation which are not eligible as per norms for primary schools, arrangement for alternative schooling will be made.

1. Children are directly or indirectly engaged in such activities to improve their family income and are not available for schooling during formal hours.
2. Children living in small habitations.
3. Children of nomadic Tribes or whose families migrate seasonally.
4. Left out and drop out children who are more than nine years of age and unable to attend school as they feel shy to sit with the children/younger than them. *of*

The above table 6/1 shows the unserved areas and proposed new school to be opened as per State norms. the habitations which do not quality norms, the proposed of alternate schooling has made to serve these areas.

### **ALTERNATIVE SCHOOLING (A.S)**

These are 237 hilly and forest areas which are sparsely populated and village are spread over a large and difficult Terrain. The number of school going children is very small in such habitations. The A.S. essentially will be multigrade. Therefore the process of group learning and use of self learning material will be adopted. The A.S. centres will be managed by the local community and VEC. The instructors provided for these A.S. centres will be selected among the community. Who will be paid an Honorarium of Rs.600 per month. The qualification of the instructors will be intermediate. If intermediate passed candidates are not available in the local community. high school passed may be considered. Preference will be given to female instructors. For effective supervision of these A.S. centres. one supervisor will be provided for a cluster of ten A.S. centres. The awareness building campaign will run with the collaboration of NGO and community.

### **ADDITIONAL CLASS ROOM**

There are 1174 primary school in the district, out of which 12 schools are in incatchment area of Tehri Dam. School wise distribution of class rooms ~~in each schools~~ are shown in the following table. Since all primary schools should have at least two rooms to accommodate children of class 1 to 5 . A minimum requirement of one additional room in 13 single room school.

TABLE 6/2

**REQUIREMENT OF ADDITIONAL CLASS ROOM**

Building less and with delapidated buildings	Proposed new primary schools	School having single rooms	School having two rooms	School having three rooms	school having more than three rooms
124*	122	23**	1116	28	04

Source - B.S.A Tehri

\* There are two buildings in Doob Kshetra (Catchment area of Tehri Dam)

\*\* There are 10 Single room schools in Doob Kshetra.

\*\*\* There is no need of any construction in catchment area of Tehri Dam.

TABLE 6/3

**BLOCK WISE REQUIREMENTS OF ADDITIONAL CLASS ROOM**

S.No	Name of Block	Building less school	New primary school proposed	Delapidated school buildings	School with one rooms	Schools enrollement more than 150
1.	Bhilangana	-	14	03	-	20
2.	Chamba	-	10	17	-	-
3.	Devprayag	-	15	33	07	05
4.	Jakhanidhar	01	19	06	03*	04
5.	aunpur	-	11	21	-	02
6.	Kirtinagar	-	07	12	-	03
7.	Narendra Nagar	01	20	15	-	08
8.	Pratapnagar	-	16	04	-	07
9.	Thauldhar	01	10	10	13**	05
	Total	03	122	121	23	54

Source - B.S.A. Tehri



3 School are in the catchment area of Tehri Dam not to be constructed.

\*\* 7 School are included from catchment area of Tehri Dam not to be constructed .

In the proposed plan 27 additional class room's will be constructed in the second year and 40 additional class room are proposed for construction in the third year.

TABLE 6/4

## BLOCK WISE REQUIREMENT OF SCHOOL BUILDINGS REPAIRING

S.No.	name of the Blocks	Total No. of Buildings which Require <del>Major</del> repairs	Total No. of Buildings which require <del>Major</del> repairs
1.	Bhilangana	31	34
2.	Chamba	20	40
3.	Deopryag	23	12
4.	Jakhnidhar	23	40
5.	Jaunpur	12	42
6.	Kirti Nagar	04	26
7.	Narendra Nagar	10	20
8.	Pratap Nagar	12	09
9	Thauldhar	05	27
	<b>Total</b>	<b>140</b>	<b>250</b>

Source - B.S.A Tehri

For smooth and healthy functioning & teaching activities the school buildings are essential. Table 6/2 clearly shows that 124 school buildings are delapidated, out of which 02 schools are in catchment area of Tehri Dam. Thus 122 school buildings are to be constructed. The above table 6/4 shows that 390 schools require repairing work. Out of their 122 delapidated school buildings 30 buildings will be constructed in second year and 60 in third, 32 in the fourth year. The buildings of 50 schools will be taken up in second year. For repairing 50 school will be taken up in first year, 140 in second year and rest in third year.

## ADDITIONAL TEACHERS

There are 2462 primary teachers are appointed, against the sanctioned post of 2816. Thus currently 354 posts are lying vacant. The over all teacher pupil ratio in the district works out to 1:36.4. As per state norms minimum 2 teachers should work in a school. Due to Geographical conditions and scattered population of this hilly district the teacher pupil ratio is not bad. On the basis of the projected enrolment, the total requirement of teachers will be 2514 at 1:40 teacher pupil ratio. In the following table additional requirement is projected.

TABLE 6/5

### ADDITIONAL TEACHERS

Year	Enrolment	Estimated GER	Parishadiya Enrolment @	Total Teacher Required (1:40) * @
1999-2000	92,378	92	83,140	2079
2000-2001	95,772	94	86,195	2155
2001-2002	1,00,279	97	90,251	2256
2002-2003	1,04,898	100	94,408	2360
2003-2004	1,11,739	105	100,565	2514

Source - B.S.A Tehri

@ 90% of total Enrolment in Parishadiya schools

\*@ In present total post sanction 2816 *or 2836*

## APPOINTMENT OF PARA TEACHERS

We have proposed to open 122 new primary schools to fill due requirement of these school, 244 para teachers will be selected on merit cum interview basis. After selection these para teachers will go under 30 days intensive training. This training is proposed every year to refresh them. These para teachers will get an honorarium of Rs.1000 per month for first two years, and from third year an incentive of Rs.100 is proposed.

## BASIC FACILITIES

Drinking water and toilet facilities also play an important role in the retention of the students in the school. The following table shows the position of these facilities in the blocks of the district.

TABLE 6/6

**BLOCK WISE NO. OF PRIMARY SCHOOLS WITH OR  
WITHOUT BASIC FACILITIES**

S.No.	Name of Block	Total No. of School	Total No. of School with		Total No. of School without	
			Drinking water facility	Toilet facility	Drinking water facility	Toilet facility
1.	Bhilangana	193	14	03	179	190
2.	Chamba	113	10	15	103	98
3.	Deoprayag	122	13	04	109	118
4.	Jakhmidhar	115	03	03	112	112
5.	Jaunpur	156	04	05	152	151
6.	Kerti Nagar	112	05	08	107	104
7.	Narendra Nagar	136	20	02	116	134
8.	Pratap Nagar	120	02	02	118	118
9.	Thauldhar	107	10	02	97	105
	<b>Total</b>	<b>1174</b>	<b>81</b>	<b>44</b>	<b>1093</b>	<b>1130</b>

Source - B.S.A Tehri

Only 6.89% schools have drinking water facility, while 3.74% schools are with toilet facility. Thus drinking water supply is required in 1093 schools and toilet facilities are needed in 1130 schools. Out of these schools, 50 schools will be facilitated in second year, 150 in third year and 118 in fourth year.

The design prepared by the consultants or technical support groups will be discussed in the VEC meetings with the villagers. The VEC will be encouraged for its comments and suggestions on the design. Any valuable suggestions will be incorporated in the design after a further analysis by the designer. One approach of people participation and responding to their requirements instead of imposing directly designer idea will be taken.

## **COMMUNITY MOBILIZATION**

### **ENVIRONMENT BUILDING**

The most critical activity on which the success of the project is entirely dependent is that other than awareness campaign or environment building. It is not a one-time activity and should be carried out regularly throughout the year.

It is now acknowledged that the awareness campaign should be carried out with the help of these agencies for building proper environment. In DPEP module it is proposed to reach villages directly through VEC, PTA, MTA and other volunteer groups. For the mobilization of community following activities are essential.

1. Meeting and convention with all concerned Govt. dept. and NGOS.
2. Formation of BRC, NPRC, and VEC.
3. Training of BRC, NPRC, and VEC.
4. Formation, training and presentation by Kala Jatha's.
5. Women awareness campaign involving NGOS, MATA samities and MUMS.
6. Meetings with the press will be conducted on quarterly basis to publicize the activities being undertaken DPEP. *in the school do it*
7. Wall paintings,
8. Cultural programmes based on folk dramas folk songs focusing on primary education and other social evils will be organised.
9. Enrolment and retention drives through door to door contact by VEC, MTA, selected women representatives, Shiksha mitra, teachers and other resource persons.
10. Rs. 1000 per annum will be granted to VEC for organising different activities at village level.

### **ACTIVISATION OF VECs**

To achieve the goal of U.P.E., VECs have been perceived as a key institution at the village level. Their activities include enhancing enrolment, improving retention, monitoring the school activities and improving the schools through proper management and community participation. Parental programme of VEC members will be carried out with a view to mobilizing the

their role and that of the community towards achieving U.P.E.

Keeping in view the vast responsibility of VEC we propose to conduct the 3 days training at NPRC level. Training of VEC would not be restricted to 15 members but other enthusiastic persons housing interest in primary education would also be welcomed. Thus the following steps will be taken up to activate VECs.

1. Organisation of combined work shops DPEP functionaries and VEC's members. *How at which level?*
2. Preparation of sample and pictorial guide lines for VECs for conducting micro planning their roles and responsibilities.
3. Continuous monitoring of VEC functioning.
4. Training of VEC members for three days. *including salary*
5. Training of VEC members in supervision of construction of civil works to ensure the quality.

### ***ACTIVISATION OF PTA/MTA***

The illiteracy and ignorance of parents in general and mothers in particular have been identified as one of the reasons for the higher dropout rates of children particularly girl child. It is essential to the parents to know of their roles and functions especially concerning children education. We propose to form PTA/MTA at school level. For this village education committee will be formed, and its committee and regular orientation meetings will be conducted by the school teacher in which the following issues will be highlighted.-

1. The role of parents in education of children.
2. Importance of creating study habits among children.
3. Importance of personal hygiene, health and nutrition programme.
4. Importance of participation of parents in various school activities.

The CRC coordinators would also meet the PTA/MTA regularly to discuss the various issues related to village level primary education. The members of PTA/MTA will be given training on the pattern of VEC members. This training will be organised every year ..

## **MICRO PLANING AND PREPARATION OF VILLAGE EDUCATION PLAN**

During the training of VEC members the training of micro planning will be included. This training will enable them for family survey and preparation of village education plan. This micro planning work will be conducted by VEC with teachers in such a way to enhance primary education of girls, minority groups, S/C and S/T and other weaker section. This process will also create awareness in all the villagers. For the training four blocks will be chose in second year five blocks in third year.

TABLE 6/7

### **DSTRIBUTION OF FREE TEXT BOOKS**

Year	Girls with S/C	S/C Boys	Total
1999-2000	44337	8127	52464
2000-2001	45988	8438	54426
2001-2002	48185	8939	57128
2002-2003	50437	9360	59797
2003-2004	54311	10085	64396

Source. B.S.A. Tehri

The retention rate of girls and S/C is very low, so provision of free text books would be a good incentive and it would enable girls and S/C (boys and girls) to continue their studies. All the possible effects will be made 15 distribute the text books at the beginning of the session. The above table 6/ shows the projected numbers of children eligible for getting text books during the project period.

### **GIRLS EDUCATION**

Girls, who comprise almost one half of the eligible child population. fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In recognised that their participation levels tend to decline in the case of particular social groups such as SCs. STs. minorities. OBCs, etc. Data has been clearly indicated that girls, enrolment and retention have been low as compared to boys and this has widened the gender gap which DPEP seeks to reduce.

Given this overall situation DPEP's thrust on area specific contextual planning, the deterrents to girls education in general and in particular (among social groups and in geographic locations), must be addressed in our district.

Two types of strategies are being proposed for girls education in Tehri district.

### 1. Generic interventions

Integration of gender perspective in the activities of various functional areas. These would be done in the areas of :

- Community Mobilization
- Alternative Schooling
- Special Focus Groups (IED, SC Minorities, etc.)
- Teacher Training
- Text Books
- VEC training
- Civil works
- Research etc.

The specific strategy for girls to be adopted in Tehri Garhwal district. The model cluster/ village development approach for improved participation of girls in primary education.

There are specific pockets and population sections that have very low female literacy rates in Jaunpur, Pratapnagar & Bhilangana blocks of the district. The enrolment and retention rates in these pockets are not very encouraging either. This is particularly true of the SCs and minority. The problem has been recognised through various focus group discussions held. However, Considering the severity of the problem the planned intervention may be not adequate. At the same time, it may not be feasible to invest the kind of time and resources (on scale) such situation would require. It has, village/ cluster/ mohallas by providing all possible inputs, maintaining regular contact and closely monitoring the progress/ impact using an operational mechanism specially designed for the purpose.

There would have to be certain specific strategies to counter the acute situations faced by girls in certain Geographic locations and among social groups.

## ***MODEL VILLAGE/ CLUSTER DEVELOPMENT FOR GIRLS EDUCATION***

Certain village in each block or cluster will be identified for model village/cluster development approach for girl's education. The criteria for selections for the village/ cluster would be-

- Low female literacy & backwardness
- Poor enrolment and retention of girls.
- Minority, SC or working girl's dominated specially those are involved in domestic and traditional work like sibling care, cattelgrazing & wood cutting.
- NPRC having 10-12 villages.
- Active VECs or VECs in place
- Presence of some active women's groups or active individuals.

### ***PREPARATORY ACTIVITES***

- Sharing the concept of the model cluster development approach with the district team including the NPRC Coordinator.
- Identification of a core team that will be directly involved in coordinating the activities in the cluster identified.
- Identification of the cluster.
- Making village visits t establish contact with key persons and the VEC member.
- Orientation of VEC members, teacher, key persons from the village etc.
- Organised of village meetings.
- Special orientation for hose to house survey and PRA for girl's education.
- Collection of the data from the house survey/PRA and development of village specific plans.
- Gender sensitisation of all the teachers from the primary schools in the villages being covered under this approach.
- Gender sensitisation of the NPRC coordinators to enable them to monitor class room



process from the perspective.

- Development of gender aware material for use during enrolment drives, etc. The effort should be to develop songs, slogans, scripts, etc.

Formations and capacity building of root level organisation for girls

- Project functionary
- Mother teacher association for every school
- Village education committee
- The training module for VEC developed under BEP, DPET will be used it has an important component and girls education.
- Parent teacher association
- Women forum at cluster level
- It will consist women VEC members of the villages of cluster

### ***WOMEN MOTIVATORS GROUPS***

Module will be developed for developing leadership, mobilization skills and sensitise there to persuade for girls education.

### ***N.G.O.S.***

↳ Sensitization for girls education macro planning, PLA, Home to Home survey etc.

### ***SCHOOL TEACHER***

/ For girl child friendly environment inside class room. Special compaigns to be launched for girls enrolment and retention.

1. Special enrolment drive for girls
2. Street plays, Kala Jathas
3. Development of audio cassettes regarding girls education.

## ***SPECIAL INCENTIVES FOR GIRLS IN DPEP***

Free text books will be provided to all girls.

## ***FLEXIBLE TIMINGS OF SCHOOLS***

Poor retention of girls is attributable to two main factors there is the tendency of parents to withdraw them from school on attainment of at, as they become capable of fulfilling certain domestic needs. During harvesting season, marriage festivals etc. girls attendance at school suffer a set back as they are kept back at home. Flexible timing coaching would be used to cope with this situations.

## ***STRENGTHENING OF MAHILA SAMAKHYA***

Mahila Samakhya is doing well for the promotion of girls and women education. For awareness campaign and active participation with DPEP, Mahila Samakhya are strengthened through budgetary provision. In Tehri District three blocks, Jaunpur, Bhilangana and Pratap Nagar the women literacy rate as very low. Best possible financial assistance should be provided to Mahila Samakhya.

## ***TRAINING OF ELECTED WOMEN REPRESENTATIVES***

To make effective and sound base for empowerment of women and to change attitude towards girl child, it is proposed to train elected women representatives at NPRC level every year in the project period for 5 day on the pattern of VEC.

## ***AWARDS TO VEC's***

VECs are the main functionaries in the project. It would be useful to create in them a healthy competition for working towards. It is proposed to give a cash award of Rs. 15000 and 10 thousand to best and next to best VECs based an objective criteria. This selection will be at block level. A budgetary provision has been kept in the project.

## ***QUALITY IMPROVMENT***

### ***EARLY CHILDHOOD CARE AND EDUCATION***

ECCE is an important aspect of the schooling as in ECCE, the children of 3-6 years age group are included. It has also been found that these children. who have participated in pre school education, have better retention and dropout rate is lower than others.

For universalisation of education among girls ECCE is an important intervention. In district Tehri Garhwal. It will be used (a) vital input towards:-

1. Preparing children, particularly first generation learners, for primary schools.
2. School Readiness-

Facilitating participating of girls in primary school by relieving them from sibling care responsibilities.

The approach to ECCE would be as follows

Coordination with ICDS-District resource group and block resource groups would be formed consisting of gender coordinator, District Programme Officer, ICDS, health personnels, NGOs etc. Convergence would be sought in following areas.

- To ensure that school timing and anganwadi centre timings are same.
- To ensure that primary school and anganwadi centres. they are located either in on campus or close to each other.
- Providing TLM to strengthen the ECCE component of anganwadi centres.
- Capacity building of ICDS functionaries for strengthening the ECCE component. 7 days training for Anganwadi workers is proposed for second year.
- Opening of ECCE centres by NGO in localities thickly populated with SC/ minorities in rural as well as in urban areas.
- Community mobilization for supporting child care.

### ***GRANTS TO BE GIVEN TO ECCE PROGRAMME***

(For centres those are convergence with ICDS)

1. Additional honorarium for additional hours 250 A.W.

125 Assistants

2. Educational toys & equipment- 5000 @ per centre

Contingency - 1000/- per centre

## ***EXHIBITION OF TEACHING AIDS***

Encouragement and motivation of teachers to prepare better TLM teaching aids and to create a healthy competition among teachers, an exhibition of teaching aids will be organised at the district and Block level. The district level exhibition will be held in second and fourth year and provisions of Rs.50000/ per exhibition will be made. At block level it will be organised four times in the project period, for each exhibition BRC level will be Rs 20000/-

## ***DIET, BRC AND NPRC***

In order to capacity building, the major emphasis is on upgrading the capacity of teachers, and creation of infrastructure for this purpose at district, Block and Nyaya Panchayat levels. It has been proved from the past experiences that no training can be effective if it does not have recurrent features. Beside DIET, it is proposed to establish BRC and NPRC. The major and leading role as will be made available to operationalize this Institution. The entire cost of establishment of BRC and NPRC will be born out of the project funds. DIET will also make up complete coordination and networking among these levels. Various roles and functions of NPRC, BRC and DIET are as below.

## ***NYAYA PANCHAYAT RESOURCE CENTRE (NPRC)***

It is proposed to establish a NPRC by adding an additional room in the centre school (Sankul Vidhyalaya). This room will be utilised by the school where NPRC is located when there is no activity of NPRC is going on. Each of NPRC will have a coordinator. Besides providing for different training the NPRC will also act as a forum for sharing of experience by teachers among themselves. Resource support should be given to teachers for preparation of TLM and TLA and Evaluation and Monitoring. At the NPRC, the teachers will meet once a month to interact with each other so that difficulties faced by them in and practicing the new methods of teaching are resolved by themselves. The NPRC is also expected to help improving teaching quality of education and overall performance of teachers and effectiveness of school. There will be a coordinator of NPRC who will assist in academic supervision. Through peer group pressure the punctuality and attendance of teachers is also expected to be improved and all the schools attached with NPRC are expected to improve their effectiveness.

Generally for a group of 30 teachers of approximately 10-12 schools who would have undergone training in one batch will function as NPRC. In there are 76 Nyaya Panchayats. Therefore 76 NPRCs will be established in district.

## **CORETEAM**

Every NPRC will have a core team comprising 3-4 resource persons from among the teachers. One of the resource persons will act as a coordinator who will be appointed on rotation basis for one year. NPRC will be chaired by the head master of the school selected as NPRC. A bank account of NPRC will also be opened to be operated jointly. The functions of NPRC will be .

- a) Training in multigrade teaching to teachers .
- b) Training of VEC members.
- c) Capacity building of teachers through provision of pedagogic support.
- d) Holding of Bal Melas.
- e) Providing academic support to weak schools.
- f) Developing of Teachers Learning Materials.
- g) Conducting enrolment /retention drives.
- h) Organising cultural programmes .
- i) Organising different raillies at cluster level

The NPRC Coordinator will be expected to visit all the schools under the cluster once in a month and meet with VEC members also. He will moove around 12-15 days in the field .The core team members will also visit schools for 3-4 days in a month .

## **BLOCK RESOURCE CENTRE (BRC)**

BRC will be the next in the hierarchy above the NPRC . It will be a forum where the NPRCs will meet and interact with each other and share their experiences .Here the difficulties faced at NPRC level will be solved. 9 BRCs will be established in the district one each in every block .BRC will also provide guidance and technical support to NPRCs . The BRC will have around 10-12 NPRCs in its jurisdiction. Each BRC will have 3 resource persons in addition to a whole time coordinator .The resource persons will be specialists of mathematics, language and environmental studies, The BRC will also have residential facilities. Broadly they will have the following functions .

- a) Support and guide NPRCs in discharge of their functions.
- b) Function as a field laboratory of DIET for testing training matrials developed and baseline studies

- c) Develop locally relevant material for the use of outside. scholars and supervisors by conducting action reserch .
- d) Organise orientation programme for block level officials under guidance of DIET.
- e) Inservice induction and recurrent training of primary school teachers.
- f) Monthly reflection of NPRC Coordinators.
- g) Participation in monthly meetings of NPRCs.
- h) Monitoring of the functioning of schools.
- i) Development and supply of Teaching and Learning Material .
- j) Oraganising workshops of different agencies involved in implementation of DPEP.
- k) Documentation and dissemination of infomation.

An academic supervision and resource group will be constituted in BRC and its members will be required to attend the meetings of at least two NPRCs every month. It would also adopt at least one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups . In this fashion the BRC will act as a coordinating link, between the village NPRC and the DIET . In whose supervesion the BRCs will be functioning.

### ***DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)***

For the purpose of guidance . overall monitoring and supervision of function of BRC and NPRC, DIET will be fully operationlised Currently DIET is working in old Tehri Town and due to the Catchment area of Tehri Dam, DIET Building build at Madan Negi and it is a bad shape and the location also not suitable, As earlier states that the total educational and official buildings already constructed in New Tehri DIET would work under the guidance and supervision of SCERT and NCERT, and it will have mainly the following functions. The staff of DIET will give training and will organised resource group trainings.

- a) Development of professional and technical resources.
- b) Management of human and physical resources.
- c) Training in management and maintenance of school facilities.

In order to discharge the above functions DIET will organise the following activities.

- i) Identification of faculty members (Resource Persons)

- ii) Training of instructors of alternative schooling.
- iii) Training of ECCE and Anganwari workers.
- iv) ~~ix)~~ Training in multigrade teaching for master training /BRCs CRCs.
- v) Evaluation of the performance of primary school teachers and ECCE workers.
- vi) Monthly meeting of BRC coordinators and action research on important issues related with primary education
- vii) Evaluation of MLL.
- viii) Publication of magazines /news letters.
- ix) Development of instructional material.
- x) Work shop on preparation of training modules for different training .
- xi) Work shop on supplementary reading material.
- xii) Work shop on teachers hand book.
- xiii) Work shop on gender sensitization.
- xiv) Conduct base line studies for accessing MLL so as to improve it.
- xv) Adaptation of text books and to act as DRC for AS/ECCE.
- xvi) Monitoring of activities of BRCs and CRCs.
- xvii) Updating educational resources by constant resource work in order to contextualise new knowledge.

### ***RATIONALISATION OF TEACHER UNITS***

The distribution of teachers among school is erroneous as in some schools the number of teachers is less with more student and in some the number is more as compared to the students. It is necessary to take up rationalisation exercise rationalising the teachers according to the attendance of children. If we look the table of teachers pupil ratio in the second chapter we can see that a sizable number of schools are below the average of 40 student per teachers.

### ***PROVISIONS OF FUNDS FOR FORMULATION OF AWPB.***

Always some expenditure is involved in various exercises for preparation of AWPB such

as workshops, seminar and participatory appraisal. It is propose to make a provision of Rs. 25,000 per annum from the first year for this purpose during the project period .

### ***STUDY TOURS***

An amount of Rs.5000 per annum per block has been provided for conducting study tours of key functionaries, teachers and other resource persons to study out standing work in different component of DPEP.

### ***RESEARCH AND ORIENTATION***

R&O Studies would be conducted during the project period to assess the effectiveness of the interventions being implemented in the district. An amount of Rs. 253440 per has been provided for four years starting from the second year of the project. Action research and decentralised level by CRC AND BRC personal will particularly be encouraged.

Role of district distance education programme has been envisaged to strengthen on-going teacher training programme and to take up follow-up activities. To achieve this, it is proposed to take up activities in the development of distance. Learning materials such as audio-video scripts, self instructional materials ( SIM )and delivery of DL materials to Block Resource Centres and NPRC.

To prepare the specified video films, a provision of video Camera has been proposed. Training workshops and seminar will be organised every year for Tele conferencing, provision of T.A. and D.A. has been made in the project. This will surely strengthen follow up activities.

### ***TRAINING PROGRAMMES***

In order to upgrade the knowledge and skills of the teachers and bring about in them attitudinal changes to raise their motivational levels. For VEC members and other functionaries a number of training programmes will be conducted every year. For teachers training DPEP-II pattern would be introduce. The teachers will be trained in five years cycle and the focus of each cycle will be determined by DPEP modules. First training programme will be of 10 days duration and subsequent cycles will be of six days duration, with regular follow-up processes at NPRC and BRC levels.

#### **a) INDUXTION TRAINING**

Induction training for newly recruited teachers and para teachers will be arranged under DPEP to equip them with new teaching methods. It is proposed to organise 30 days induction programme which is being developed by the SCERT. The training module will include



visioning as well as topics on child centered education, language competencies, multi-grade teaching, operation blackboard, MLL, environmental studies, school complex, continuous evaluation, diagnostic testing and remedial teaching. The DIET will put together and train sets of Master Trainers for this purpose. There will be a recurrent training programme of 15 days.

#### b) IN-SERVICE TRAINING

The CASCADA model of in-service teachers' training will include selection of master trainers who will be trained at the State Institute of Education Allahabad for 15 days who in turn will train Resource Persons at DIET. Around 3-4 Resource Persons will be selected from each block from amongst serving teachers who will receive training for 14 days. These Resource Persons will impart 10 days in service training to Asstt. Teachers and Head Teachers as already mentioned above. The focus of training will mainly be on effective teaching, teachers motivation and involvement, language and mathematics, competencies, preparation of TLM and other teaching aids, use of supplementary material and community participation. Special emphasis would be laid on learning of skills for management of multi grade teaching. The training programme would also lay emphasis on special training skills to cater to needs of gifted, slow learners, handicapped children and those with some kind of disabilities. The methodology of training would be based on child-centered approach and utilised in designing in-service training programme. The cycles of training of master trainers will be of 15 days in the first and 9 days in subsequent years and resource persons will be of 14 days in the first and 8 days in subsequent cycles.

#### c) TRAINING OF BRC CO-ORDINATORS

Training of 14 coordinators and 42 Assistant Coordinators would be organised in DIET for five days every year under the project for which the DPEP-II module will be utilised.

#### d) TRAINING OF NPRC COORDINATORS

A five days training of 112 NPRC coordinators will be organised in DIET/BRC which will be on annual basis.

#### e) TRAINING OF DPO, ABSAS/SDIS

The BSA and district planning core team have been trained and oriented to task of DPEP planning. SIEMET will conduct a six day module on orientation and implementation of DPEP to the DPO staff. Once the staff is in place, in the first year of the project, training of ABSA, SDIS and Head Teachers will be organised at DIET. It will be of five days duration to be repeated every year. SIEMET will provide the training modules and the training of master trainers at DIET level. Feed back will be taken and analysed by SIEMET. All the ABSAs, SDIs

and head teachers will also participate in-service teachers' training programmes as well as those for BRC and NPRC coordinators. The purpose is to develop a shared perspective on administrative as well as academic supervision and guidance.

#### f) TRAINING ON ACTION RESEARCH AND INNOVATIVE PROGRAMMES

Special training courses will be organised at DIET on methods of action research statistical analysis and identification of problems/priorities for action research. This will also include capacity building for conducting research and undertaking innovative programmes. The participants in these training will include BRC and NPRC coordinators, three motivated teachers from each block, enthusiastic SDIs etc. The following cycles of training will be organised.

#### g) TRAINING WORKSHOP ON VISION OF CHANGE

It will be organised at DIET, DPO, BRC and NPRC levels. It will include BRC/NPRC coordinators, ABSA/SDIS teachers etc. at the very start of the project. SPO/SCERT/SIEMET will guide these workshops.

#### h) TRAINING OF ECCE WORKERS

There will be two training programmes for strengthening pre-school education component. First the Anganwadi workers of existing 360 centres will be reoriented through a training programme of 7 days in every year. It has been proposed that 100 ECCE centres will be opened in the district where Anganwadis are not functioning. These ECCE instructors will be imparted induction training of 30 days duration in first year and seven days duration every year in the later years of the project.

#### i) VEC MEMBERS TRAINING

Since the effective community participation is the core of the project strategy, the VEC members will be given 3 days orientation through NPRC to make them aware of their roles, responsibilities, school management, micro planning and school mapping. UPBEP DPEP-II has developed training module in this regard. This module will be utilised in DPEP also.

- i) First cycle of six days on methods and techniques of action research, statistics and problem identification.
- ii) Second cycle of five days on research and project formulation.
- iii) Third cycle of six days on presentation of results and conclusions of the action research conducted in the district.

Financial allocation will depend on the number of studies and the cost has been included under the head research and evaluation mentioned earlier. The SCERT and SIEMET will conduct the capacity building programmes and promote research activities in their respective fields. The Academic Resource Group already set up in DIET will select, guide and develop local capacities for research and innovative activities.

j) TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION

It will be of 4 days and will be organised at DPO or alternative venue in which AE, JE/SDIs and selected VECs will participate so that those involved in civil works are made aware of norms, standards and other technical specifications. The construction and repair manual will be discussed and explained. The VECs will also be oriented to involving its members and larger community in the processing construction to maintain better transparency.

k) TRAINING ON MIS

A training programme for operationalization of EMIS and PMIS, Software will be given to the MIS and Accounts staff of DPO by SPO. The SDIs and NPRC coordinators will be trained and oriented towards EMIS, data formats time schedules for collection, quality checks and sample testing on an annual basis. These training will be organised by the DPO.

***TRAINING OF ABSA/SDI AND HEAD TEACHERS***

All the ABSAs/SDIs and Head teachers will be given training for 10 days at DIET it will done four time in the project period.

Table 6/8

## TABLE OF TRAINING PROGRAMME DISTRICT TEHRI GARHWAL

Rs. In thousand

S.NO.	Train's Name	Trg.	Total No. of Training	Total No. of Days (Trg)	Per Day Unit cost	Time		Trg. Year	Amount
1-	Para Teacher	Indu	244	30	@1400-400pm	1	341.6		
		Recu	244	30	@1400&@1800pm	1212.8			
2-	A.S.Worker/	Indu	263	30	Rs .07	1	263*30*.07*1	II,III	552.3
	Super.(237+24)	Recu	263	12	.07	3or4	263*12*.07*3or4	III,IV,V	756.84
3-	Elected Women	recu	5	I,II,III,IV,V	500.0				
4-	MTA		4	I,II,III,IV	700.0				
5-	PTA		4	I,II,III,IV	700.0				
6-	Anganwadi worker	Recu	323	07	.07	1	323*7*.07*1	II	158.27
7-	VECs/Engr.	36	3	I,II,III	30.00				

8-	In Service Teacher	Recu	2816	10	.07	4	$2816*10*.07*4$	II,III,IV	7884.8
	Training								
9-	VEC Member	"	764VEC*15 member	3	.03	2	$764*15=11460*3*.03*2$	II,IV	2062.8
10-	BRC Coordinator	"	9BRC*3me mber	10	.075	4	$27*10*.075*4$	II,III,IV,V	81.0
11-	NPRC "	"	76NPRC*1 member	10	.1	4	$27*10*.1*4$	II,III,IV,V	304.0
12-	ABSA/SDI	"	20	10	.2	2	$20*10*.2*2$	II,IV	80.0
13-	Head Teacher	"	817	10	.07	3	$817*10*.07*3$	II,III,IV	1715.7
14-	Orientation of Teacher	Indu	2816	3	.03	1	$2816*3*.03*1$	II,III,IV,V	253.44
15-	Trg. BRG	"	36	10	.06	1	$36*10*.06*1$	II,III,II,IV	21.6
	DRG	"/Re	4	10	.06	2	$4*10*.06*2$	II,IV	4.8
									17359.95

## CHAPTER – VII

# PROJECT MANAGEMENT

### *INTRODUCTION*

The DPEP project which is an additionality to the ongoing educational programme in the district, aims at initiating structural changes in the existing administrative system designed for primary education so that it becomes fully equipped to meet the challenges of achieving the objectives of UEE. The project management should be able to make up the gaps and deficiencies identified in the present system. The DPEP is time bound and has well defined objectives, strategies and interventions which are different from the conventional ones. It has a different philosophy and approach. Its assets and liabilities will be taken over by the present system after five years which implies that sufficient capacity should be built to sustain the activities undertaken in the project. Therefore, the management structure for the project has to be designed keeping in view all these factors.

It should also be borne in mind that the new concepts of educational development and participatory planning with disadvantaged groups would need reorientation of the conventional administrative structure. Sincere efforts will be made to bring about suitable changes in the outlook of official and non-official functionaries since the new project cannot be implemented without capable and motivated personnel.

The new management structure should be based on team work, and should also be flexible to allow individuals to use their initiatives. It should be informed by the willingness, motivation and enthusiasm to work with the community and analyse the social relationships for monitoring the participation of disadvantaged groups to be involved in management of primary education.

### *ORGANISATIONAL STRUCTURE*

#### **DISTRICT EDUCATION PROJECT COMMITTEE**

Keeping in view the above pre-requisites, it is proposed to create organisational structures at the district, block and village levels. At the district level, there would be a District Education Project Committee (DEPC) which would oversee the implementation of DPEP in the district. The DEPC will be headed by the District Magistrate, the Chief Development Officer, will act as its Vice-Chairman. This committee will include people's representatives, NGOs and women, social workers, Principal, DIET, representatives of local bodies such as Zila Panchayat, Nagar

Panchayat etc. All the district level officers will be its members. The BSA will function as its member secretary. The DEPC will hold its meeting every month. The following functions are envisaged for DEPC:

- a) To oversee the implementation of different components of DPEP.
- b) Arrangement for supervision of civil works.
- c) Development of district MIS.
- d) Establish coordination between different departments for convergence of services for primary education at the village level.
- e) Establish coordination between DIET and BSA organisation.
- f) To issue guidelines for different activities under DPEP components.
- g) To promote structures and mechanisms for participatory educational planning and development with focus on Village Education Committees.

### ***BLOCK EDUCATION PROJECT ADVISORY COMMITTEE***

At the block level, a block education project advisory committee (BEPAC) will be constituted. The BEPAC would be headed by the Vice-Chairman, Kshetra Panchayat. It will include Pradhans, representatives of the S/C and women, Muslim community etc. It will be required to coordinate all the activities of BRC and will act as a link between the NPRC and the DEPC. It would also take up the work of evolving a healthy environment for DPEP through community participation, formulating block education plan and school mapping and monitoring of DPEP activities. This committee will also hold its meeting every month. The ABSA will act as secretary of the committee.

At the NPRC level, the concerned village education committee would be involved in advising the NPRC and planning and implementation of NPRC activities.

### ***VILLAGE EDUCATION COMMITTEE***

VEC has already been set up in all Gram Sabhas. It will function as a primary unit for formulating, implementing and supervising the project activities at the grass root level. VECs will be entrusted with the task of micro-planning as also with the work of preparing a village education plan so that each and every child has the facility of education through formal or alternative schooling. The main functions of the VEC will include:

- a) Community involvement and environment building.
- b) Supervising civil works.
- c) Taking special measures for education of children of deprived sections specially of girls and disabled children.
- d) Supervise formal and alternative schooling ECCE centres for effective functioning.
- e) Conducting micro planning and develop village education plan.
- f) Implement and monitor the plan by ensuring an increased enrollment, attendance of teachers and children and joyful learning for children.
- g) Organise different functions, cultural programmes, celebration of Bal Mela and national days and special campaign on religious festivals.
- h) Ensuring convergence of services and inputs for primary education and the children.

### ***DISTRICT PROJECT OFFICE:***

DPO will be the main executive body for implementing the project headed by BSA. This officer will be responsible for management of funds and all the other project activities as per the SPO norms and finalising project schedules. DPO will have following main functions:

- a) All the funds of the project will be placed at its disposal for planning, implementing, supervising and co-ordinating the educational activities at different levels in the district.
- b) Prepare annual district work plan involving DIET, BRCs, NPRCs and VECs.
- c) Administration and financial control of the project, plan and supervise the construction of physical infrastructure and ensure qualitative improvement in the delivery system.
- d) Monitoring of the programme.

The staffing pattern of DPO would be as under:

### ***STAFF OF DISTRICT PROJECT OFFICE***

Sl. No.	Designation	Pay-Scale	No. of Posts
	District Project Officer (Ex-officio Basic Shiksha Adhikari)	8000-13500	1



Deputy Basic Shiksha Adhikari (Ex-officio Addl. District Project Officer)	-	1
Programme Coordinator	6500-10500	4
Programme Coordinator (IED)	6500-10500	1
Asstt. Finance & Accounts Officer	6500-10500	1
Assistant Engineer	10,000 p.m.*	1
Junior Engineer	7000 p.m.*	11
Computer operator	5000 – 8000	1
Accountant	5000 – 8000	1
Stenographer	5000-8000	1
Typist Clerk	3050 – 4500	1
Driver	3050 – 4500	2
Peon	2550 – 4000	3

\* means consolidated salary.

As shown above the Deputy Basic Shiksha Adhikari will act as ex-officio Addl. District Project Officer and will coordinate the project activities in their respective sub divisional jurisdictions. They will also assist the BSA in earmarked work areas like civil works, financial monitoring etc. as per the work distribution. The programme coordinators will be incharge of (I) training (ii) girls education (iii) community participation and (iv) alternative schooling.

Another gap which has been noticed in project implementation in DPEP-II, districts was regarding deficiency in proper supervision and monitoring of civil works construction. It has, therefore, been decided that an assistant engineer on contract will be appointed at the district level. Similarly, in order to avoid cost and time over runs in community construction programme, a junior engineer will be contracted at the block level. These posts of assistant engineer and junior engineer will be fixed on contract basis for a maximum period of upto three years.

### ***IED PROGRAMME COORDINATOR***

A programme coordinator for Integrated Education Programme will be appointed under the project. He will be responsible for organising and coordinating all the activities proposed under the heading of Integrated Education included in Chapter VI on DPEP Interventions.

## ***BLOCK LEVEL PROJECT OFFICE***

In the districts covered under DPEP-II, the ABSAs/SDIs were not actively involved in project implementation. This was a bottleneck in efficient running of the project. It is therefore, proposed to earmark a clear role for the block education office in project implementation and to involve the ABSAs/SDIs in the project activities with a specific role. The ABSA/SDI will be responsible for implementing and monitoring all project activities in the block as well as regular monitoring of project interventions. He will specifically be responsible for completion of civil works and their quality control; community mobilisation and activation of VECs/NGOs and timely and qualitative collection of EMIS data. The ABSA/SDI would be designated as Block Project Officer.

One room will be provided in the BRC for the ABSAs office. One of the two BRC assistant coordinators will assist the ABSA in his duties and a motorcycle will be provided to enhance the mobility for monitoring purposes.

## ***INTER-SECTORAL LINKAGES AND CONVERGENCE***

As already mentioned in chapter VI multi agency linkages and co-ordination would be established with Jal Nigam, Rural Engineering Departments, Health Department, NIEPA/NCERT/SCRET and other government and non-government agencies for assistance in their specialised areas. NGOs and other peoples institutions would also be involved to provide their expertise in the implementation.

At the village level, the VEC will be empowered to ensure convergence of services and inputs from all agencies for primary education. In its monthly meeting this issue will be included in the agenda. A system of monitoring and feed back will be developed to keep the DPEC apprised of the progress. The Block level committee will also monitor this aspect through their monthly meetings.

## ***Computerised Management Information System***

In order to collect data of various activities and information from the institutions, to have quick retrieval of data, to monitor and supervise implementation of Project activities and analyse the reports so as to make proper use for Annual Work Plan & Budget, a computerised MIS will be established in DPO.

## ***Project Management Information System***

PMIS will be used to monitor financial progress of the project programmes and

monthly/quarterly reports will be sent to State Project Office. The feedback will be used for corrective steps.

### *Educational Management Information System*

EMIS with DISE software will be used to collect educational data from institutions imparting primary education. The format will be printed and distributed to schools. The data will be collected and 5% sample checking will be done by NPRC coordinations. The EMIS report will be generated for each year and the report sent to SPO for analysis. The report will be analysed to find performance in terms of enrollment, dropout, retention etc. of students.

For MIS cell, one computer will be constructed, equipped and furnished Modern Computer hardware with UPS and software will be installed. Provision of maintenance, consumables, printing of EIMS formats, training of staff has been made.

One computer programmer and one computer operator will be engaged at DPO to handle the system.

### **Cost of MIS**

<b>S.No.</b>	<b>Head/activity</b>	<b>Cost(lakhs)</b>
1.	Computer Hardware with UPS/Software	2.50
2.	Computer room (A.C.)	1.50
3.	Furniture	0.30
4.	Computer consumables	0.40
5.	Maintenance of System	0.30
6.	EMIS printing	0.30
7.	Training	0.10

The cost of MIS would be Rs 8.80 lakhs for the project period and the cost of the system in the first year would be Rs 5.40 lakh.

### ***FINANCIAL CONTROL***

At the district head quarters, District Project Office will be responsible for expenditure control and compilation. Financial procedures and reporting system as developed for DPEP-II and LACI system would be used to ensure proper utilisation of funds on timely basis. The

District Project Office has been provided with finance and accounts staff for compiling and preparing financial statements. A separate bank account will be opened at DPO level for receiving project funds from SPO. It will be operated jointly by BSA and Accounts Officer.

The accounts will be audited by Chartered Accountant annually in accordance with the provisions of Societies Registration Act, 1860. In addition, the accounts will also be subject to audit under the provisions of the Comptroller and Auditor General Act 1971.

Training in financial procedures and procurement rule of the funding agency will be given to all BSAs and Accounts staff by the EPO/SEMET at the start of the project. Monthly meeting of DPO Accounts Officer will be conducted by SPO at district level.

For the purpose of construction, repair, and purchase of necessary items by the different institutes and schools, the funds will be transferred to the accounts maintained by respective institutions. At the school level, accounts would be operated jointly by the Chairman of VEC and Head Teacher. The statement of accounts would be submitted to the State Project Office on monthly/quarterly basis.

## ***PURCHASE AND PROCUREMENT***

Purchase and procurement of equipment, materials and vehicles would be made in accordance with the purchase rules of the funding agency. In order to ensure the quality and the price, the items would be purchased through competitive bidding. A procurement plan for the project period is attached.

## ***CIVIL WORKS***

The project envisages community participation in carrying out the civil works on de-centralised basis. All civil works will be done through VEC except BRC. The procedure will ensure timely completion of work conforming to the cost and quality norms. Proper accounts will be maintained by the concerned VECs/School teacher. In order to ensure quality of civil work and periodic technical supervision and Assistant Engineer and Junior Engineer at block level have been provided for in the staffing pattern of DPO.

The guiding principles for the controls would be:-

- a) Timely execution works so as to avoid cost over-runs and time over runs.
- b) Proper utilization of funds.
- c) Rigid quality control as per the norms.
- d) Transparency in procedures.

**CHAPTER - VIII**

**PROJECT COST**

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
A1.	(A) ACCESS Additional Classroom Rs 70,000, Rs 28,000 from DPEP & Rs 42,000 from JRY/SRY	28			27	756	40	1120							67	1876.00	
A2.	New Primary Schools Unserved Areas														0	0.00	
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4			30	2292.00	60	4584.00	32	2444.80		0.00		0.00	122	9320.80	
2	Salary (HT+ 1st 2nd Year (1.4 PM) Rest (1.8 PM)				360.00	504.00	1380.00	1932.00	2364	3273.60	2684.00	4309.60	1342	2154.8	8130	12174.00	
3	Furniture/Fixture & Equipment	10			30	300.00	60	600.00	32.00	320.00					122	1220.00	
	Total				0		3852	8236.00		6038.40		4309.60		2154.80		24590.80	
A3	Alternative Schools																
1	Honorarium																
a	Workers	0.6 p.m.			600	360	2022	1213.2	2844	1706.4	2844	1706.4	1422	853.2	9732	5839.20	
b	Supervisors	1.0 p.m.			60	60	144	144	288	288	288	288	144	144	924	924.00	
2	Maintenance of Centres	2.0			100	200	237	474	237	474	237	474	237	237	1048	1859.00	
3	TLM	p.a 1.65 p.a			100	165	137	226.05	0				0		237	391.05	
		1.35 p.a					100	135	237	319.95	237	319.95	237	319.95	811	1094.85	
4	Training																
a	Inducive (Worker + Supervision)	2.1			110	231	151	317.1							261	548.10	
b	Recurring	0.84					112	94.08	263	220.92	263	220.92	263	220.92	901	756.84	
5	Equipment	2.5			100	250	137	342.5							237	592.50	
	Total				0.00	1266.00		2945.93		3009.27		3009.27		1775.07		12005.54	
	Sub Total				0.00	5118.00		11181.93		9047.67		7318.87		3929.87		36596.34	

(Rs. in thousand)

S No	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
R1	(R) RETENTION Publicity & Extension Awareness Building/Mass Communication	1 PA P VEC	764	764	764	764	764	764							2292	2292.00
R2	Materials for Urb. Education															
R3	Newsletter															
R4	Cons. Recons. of old PS	76.4			30	2292	60	4584	0	0					90	6876.00
R5	Toilets	10			50	500	150	1500	0	0					200	2000
R6	Drinking Water	22			50	1100	150	3300	0	0					200	4100
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) Repairs	20	50	1000	140	2800	200	4000							390	7800.00
R8	Upgraded Head Teacher (Additional Salary)															
R9	Salary of Addl. Para Teachers														0	0
R10	Innovative Programmes through JIGOs / Mahila Samakhya	100 P.B.													0	0.00
R11	Promoting Girls Education															
R12	Mahila Samakhya	100 per block			3	300	3	300	3	300	3	300	3	150	15	1350.00
R13	Training of Elected Women of C.P. & M.C.	0.09	38	3.42	38	3.42	38	3.42	38	3.42	38	3.42	0	0	190	1710
R14	Materials comprising	10			5	50	5	50							10	100.00
R15	MIAP/A Training	0.09	1774	105.6	1774	105.6	1774	105.6	1774	105.6	1774	105.6			8870	520.00
R16	Module cluster village	6 per block	1	6	3	15	5	25	6	30	3	15			18	90.00
		0.45				45		45		45		45				165.00

R18	Bal. Bala	15PB			76	76	76	76	76	76	76	76	76	304	304
R14	Seemai, Workshop, Meeting, Camp, etc.	15PB												0	0
R15	Innovative Prog. For G.E.	200 PB												0	0
R16	Health Card & Health Check-up	15 PB												0	0
R17	Honorarium of Aes (Fixed)	10												0	0
R18	Honorarium of Jcs 14 Ho	7												0	0
R19	Salary of A.F.s & J.E.s	73PM	3.00	219.00	6	438	12	876	6	438				27	1971
Sub Total				2097.02		8489.02		15629.02		998.02		545.02		150.00	27908.1

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
<b>(Q) QUALITY IMPROVEMENT</b>																
Q1	Opening of ECCE Centres															
1	Civil Works (one additional room)														0	0.00
2	TLM	0.5			100	500	100	500							200	1000.00
3	Honorarium (Constructor + Helper)	0.6			600	360	1800	1080	2400	1440	2400	1440	1200	720	8400	5040.00
4	Contingency	1.5			100	150	200	300	200	300	200	300			700	1050.00
	Training															
	Induction	2.1			100	210	100	210							200	420.00
	Recurring	0.9					100	90	200	180	200	180			500	450.00
	Anganwari Worker's training	0.49	323	158.27	323	158.27	323	158.27	323	158.27					1292	633.08
	Total			158.27		1378.27		2338.27		2078.27		1920.00		720.00		8593.08
Q2	Training Programmes															
1	VEC Members Training	0.09	5730	515.7	5730	515.7	5730	515.7	5730	515.7	5730	515.7			28650	2578.50
2	Induction Training to para teachers	2.1			60	126	120	252	64	134.4					244	512.40
3	In Service Teachers Training (para)	1.4					60	84	180	252	212	296.8			452	632.30
4	Eng. AEs of In-service	10	1	10	1	10	1	10							3	30.00
5	In Service Teachers Training	0.9			2816	2534.4	2816	2534.4	2816	2534.4	2816	2534.4	2816	2534.4	14080	1262.20
6	In-service Training	0.34	60	20.4	60	20.4	60	20.4							180	61.20
7	BRC Candidates	0.34			35	29.4	35	29.4	35	29.4	35	29.4			140	47.60
	Resource person training															0.00
8	NIPCC Coordinator Training	0.34			76	63.84	76	63.84	76	63.84	76	63.84			304	255.36
9	ABCA/SD Training	0.34			20	16.8	20	16.8	20	16.8	20	16.8			80	67.20
10	Head Teacher's Training	0.7			817	571.9	817	571.9	817	571.9					2451	1715.70
	Total			576.10		3918.14		4128.44		4118.44		3456.94		2534.40		18732.8
Q3	Teaching Learning Material for															



(Rs. in thousand)

No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	School Improvement Fund	2			1204	2408	1264	2528	1296	2592	1296	2592			5060	10120.00	
2	Teacher's grant	0.5			2816	1408	2876	1438	3016	1508	3080	1540			11788	5894.00	
3	Fee Text Book to SC/ST & Girls	0.03	52464	1573.92	54426	1632.78	57128	1713.84	59797	1793.91	64396	1931.88			288211	8646.33	
	Total			1573.92		5448.78		5679.84		5893.91		6063.88		0.00		24660.3	
Q4	Awards to VECs to per block 2 VEC	25			9	225	9	225	9	225	9	225			36	900.00	
Q5	School Awards	5 per bl. 2 Sch			18	90	18	90	18	90	18	90			72	360.00	
Q6	BOOK BANK for Schools	0.3			1204	361.2	1264	379.2	1296	388.8	1296	388.8			5060	1518.00	
	Sub Total			2308.29		11421.69		12840.75		12794.42		12144.67		3254.40		54764.2	

**(C) CAPACITY BUILDING****C1 School Mapping & Microplanning**

1	Printing/Survey	10			4	40	5	50							9	90.00	
2	Seminar & Workshop	3			4	12	5	15							9	27.00	
3	Village level Microplanning	20			4	80	5	100							9	180.00	
	Total			0.00		132.00		165.00		0.00		0.00		0.00		297.0	

(Rs. in thousand)

No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
C2	Operationalising DIETs																
1	Furniture/Fixture														0	0.00	
2	Equipment	50		50											0	50.00	
3	Books	10				10		10		10		10			0	40.00	
4	Honorarium																
5	Printing														0	0.00	
6	Travelling Allowances	40		20		40		40		40		40		20	0	200.00	
7	Maintenance					5		5		5		5				20.00	
8	Workshop/Seminar/Comp. Trg.	20		20	2	40	2	40	2	40	2	40			9	180.00	
9	Purchase of vehicle	350		350											1	350.00	
10	POL	40		20		40		40		40		40			0	180.00	
11	Action Research	25				25		25		25		25			0	100.00	
12	Wages of Driver	2.5			9	22.5	12	30	12	30	12	30	6	15	51	127.50	
	Total			460.00		182.50		190.00		190.00		190.00		35.00		1247.5	
C3	Block Resource Centre																
1	Civil Construction	800			5	4000	4	3200							9	7200.00	
2	Salary (Coordinator, 2 No.)	6			81	486	108	648	108	648	108	648	54	324	459	2754.00	
	Total				86	4586	112	3848	116	708	116	708	54	702	459	5967.00	

Head/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
5 Maint. of equipment	2					5	10	9	18	9	18	9	18	32	64.00
6 Maint. of building	6					5	30	9	54	9	54	9	54	32	165.00
7 Books	10			9	90	9	90	9	90	9	90	9	90	27	270.00
8 BRC Edition fair of teaching aids	20			9	180	9	180	9	180	9	180	9	180	36	720.00
9 Consumables	5			9	45	9	45	9	45	9	45	9	45	27	207.00
10 Purchase of vehicle	50	9	450											9	450.00
11 P.O.L.	7		31		63		63		63		63		32	0	315.00
Total			0.00		6628.00		6246.00		2538.00		2448.00		1148.00		19773.0
<b>C4 District Project Office</b>															
1 Equipment	200	1	200											1.00	200.00
2 Furniture & Fixture	120	1	120											1.00	120.00
3 Books	10		10		10		10		10		10		10	0.00	50.00
4 Purchase of Vehicle	350.00	1	350											1.00	350.00
5 Consultancy charges	120				120		120		120		120		120	0.00	480.00
6 Salary staff	136PM	6	816	12	1632	12	1632	12	1632	12	1632	6	816	60.00	8160.00
7 Travelling Allowances	85		10		85		85		85		85		40	0.00	420.00
8 Consumables	50		25		50		50		50		50		25	0.00	250.00
9 Telephone/Fax	40		20		40		40		40		40		20	0.00	200.00
10 Vehicle Maint. & POL	40		20		40		40		40		40		20	0.00	200.00
11 Maint. of Equipment	20		10		20		20		20		20		20	0.00	90.00
12 Seminar/Workshop	25		9		25		25		25		25		25	0.00	109.00
13 Hire of Vehicles	10		5		10		10		10		10		10	0.00	45.00
14 I & W Supervisory Consultancy															
15 Dist. level Exhibition & Fair					50		50		50		50		50	0.00	100.00
16 Study Tours	45				45		45		45		45		45	0.00	90.00
17 Dist. level convergence workshop	15		15		15		15		15		15		15	0.00	75.00
18 AWP & View Workshop	15		15		15		15		15		15		15	0.00	75.00
19 Research Evaluation	50		50		50		50		50		50		50	0.00	200.00
20 Contingency	20		10		20		20		20		20		10	0.00	100.00
21 Purchase of vehicle	50	6	300												300.00
Total			1955.00		2217.00		2177.00		2182.00		2132.00		951.00		11614.0
<b>C5 MIS/Research &amp; Evaluation</b>															
1 M.I. for computing	180	1	180											1.00	180.00
2 M.I. for printing & copying (black)	30		30		30		30		30		30		30	0.00	120.00
3 Lab. equipments	250		250											0.00	250.00
4 Workshop / demo. training	50		50											0.00	50.00
5 Purchase of equipments	30				30		30		30		30		30	0.00	90.00
6 Expense visits															
7 Computer Consumable	50		20		50		50		50		50		20	0.00	240.00
Total			500.00		110.00		110.00		110.00		50.00		20.00		930.0

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
C6	School Complex (NPRC)																
1	Construction Rs. 70,000 Cost 40% from PPTP	28			36	1008	40	1120							76.00	2128.00	
2	Salary Coordinator	5.5			684	3762	912	5016	912	5016	912	5016	456	2508	3876.00	21318.00	
3	Equipment	20			36	720	40	800							76.00	1520.00	
4	Books for Library/Book Bank	5			36	180	40	200	76	380					152.00	760.00	
6	Audio-visual hiring charges	0.8			36	288	76	608	76	608	76	608			264.00	2112.00	
6	Monthly meeting	2	76	76	76	152	76	152	76	152	76	152	76	76	456.00	760.00	
	<b>Total</b>			<b>76.00</b>		<b>5850.00</b>		<b>7348.80</b>		<b>5608.80</b>		<b>5228.80</b>		<b>2584.00</b>		<b>26697.2</b>	

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
C7	Distance Education																
1	Equipment & others	75		75											0.00	75.00	
2	Telephone & Fax Bills	30		15		30		30		30		30		15	0.00	150.00	
3	Cofrancing TADA	30		15		30		30		30		30			0.00	135.00	
4	Video Recording & Packaging	200				200		200		200		200			0.00	800.00	
6	Printing materials	40		20		40		40		40		40			0.00	180.00	
6	Trg. Work/Seminar	25		25	2	50	2	50	2	50	2	50			8.00	225.00	
	<b>Total</b>			<b>125.00</b>		<b>300.00</b>		<b>300.00</b>		<b>300.00</b>		<b>300.00</b>		<b>15.00</b>		<b>1565.0</b>	
C8	Integrated Education																
1	Dist. level workshop	50				50		50		50		50			0.00	100.00	
2	Block level resource support	27			9	243	12	324	12	324	12	324			45.00	1215.00	
3	Survey through VECs	0.5			74	37	167	83.5	278	139	245	122.5			764.00	282.00	
4	Training of BEG/DRG	0.6			8	4.8	8	4.8	12	7.2	16	9.6			44.00	26.40	
5	Orientation of Teachers	0.09			259	23.31	490	44.1	766	68.94	1301	117.09			2816.00	253.44	
	<b>Total</b>			<b>0.00</b>		<b>358.11</b>		<b>456.40</b>		<b>589.14</b>		<b>673.18</b>		<b>0.00</b>		<b>1976.84</b>	
	<b>Sub Total</b>			<b>3146.00</b>		<b>15778.41</b>		<b>16993.20</b>		<b>11517.94</b>		<b>10921.99</b>		<b>4753.00</b>		<b>64100.5</b>	
	<b>Grand Total</b>			<b>7551.31</b>		<b>40807.12</b>		<b>56644.90</b>		<b>34358.05</b>		<b>30930.50</b>		<b>12087.27</b>		<b>183369.2</b>	

SUMMARY - I									
COMPONENT WISE PROJECT COST									
DIST. Tehri Garhwal									
S.No	Component	1999-2000 oct-March 1st year	2000-2001 april -March 2nd year	2001-2002 Apr-March 3rd year	2002-2003 Apr-March 4th year	2003-2004 Apr-March 5th year	2004 Apr-sep. 6th year	TOTAL	AS%to Total Project Cost
1	Access & Enrollment		5118	1118.93	9047.67	7318.87	3929.87	36596.3	19.95
2	Retention	2097.02	8489.02	15629.02	998.02	545.02	150	27908.1	15.22
3	Quality Improvement	2308.29	11421.69	12840.75	12794.42	12144.12	3254.4	54764.2	29.87
4	Capacity Building	3146	15778.41	16993.2	11517.94	10921.99	4753	64100.5	34.96
		7551.31	40807.12	56644.9	34358.05	30930	12087.3	183369.1	100

**SUMMARY (CW) TEHRI GARHWAL  
DETAILS OF CIVIL WORK**

Sl.	Particulars	1999-2000		2000-2001		2001-2002		2002-2003		Total	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Additional Class Room			27	756.00	40	1120.00			67	1876.00
2	New School			30	2292.00	60	4584.00	32	2444.8	122	9320.80
3	School Reconstruction			30	2292.00	60	4584.00			90	6876.00
4	Toilets			50	500.00	150	1500.00			200	2000.00
5	Drinking Water			50	1100.00	150	3300.00			200	4400.00
6	School Repair	50	1000	140	2800.00	200	4000.00			390	7800.00
7	BRC Construction			5	4000.00	4	3200.00			9	7200.00
8	NPRC Construction			36	1008.00	40	1120.00			76	2128.00
<b>Total</b>		<b>50</b>	<b>1000</b>	<b>368</b>	<b>14748.00</b>	<b>704</b>	<b>23408.00</b>	<b>32</b>	<b>2444.80</b>	<b>1154</b>	<b>41600.80</b>

**Civil Work as 22.68% of Project Cost**

**SUMMARY-III**  
**PERCENTAGE OF INVESTMENT AND RECRUITMENT COST TO**  
**COMPONENT WISE PROJECT COST**  
**DIST.TEHRI GARHWAL**

Sl.	Components	Component Cost	Out of which Investment Cost	Recurring Cost of componentive	% of Investment Cost	% of recurring Cost
1	Access & Enrolment	36596.34	17559.34	19037.00	4798%	52.01
2	Retention	27908.10	25937.10	1971.00	9293.00%	7.06
3	Quality Improvement	54764.20	48674.20	6090.00	8887.00%	11.12
4	Capacity Building	64100.50	21392.50	0.00	3338.00%	66.62
		<b>183369.14</b>	<b>113563.14</b>	<b>69806.00</b>	<b>6194.0%</b>	<b>38.06</b>

## CHAPTER IX

# CIVIL WORKS AND LIST OF EQUIPMENTS

### *BACKGROUND*

The civil work proposed under the project include construction of new primary school building in unserved areas habitations, reconstruction of primary schools building in lieu of existing dilapidated buildings as well as extension works in existing school viz.construction of additional class rooms, two-pit two roomed toilets separately for boys and girls and arrange water supply through pipe lines. In addition ANPRC in the form of an additional rooms in existing primary school at each Nyay Panchayat and BRC building at each head quarters are proposed to support teachers training and other academic activities.

### *APPROACH*

This component like the other components is being concieve after the giving due consideration to the success and weekness of UPBEP. The planning of these works is beeing done in an integrated minor basis on actual need concept to meet the objectives of the DPEP.The civil works (accept NPRC & BRC) shall be proposed at locations identified by microplaning survey and school mapping exercises. The project impementation will start with the commencement of civil works expected in november 1999. This component of the project will be implemented in first three year duration. Priority for construction of new schools buildings would be given to VECs who are keen to contribute for development of school in the form of boundary wall play ground etc. and provide suitable free land for it .

The construction of new school and NPRC buildings and extension works in existing school shall be carried out by the VECs more particularly by the Gram Pradhan and the concerned Head Teachers. The main objective of giving this civil works activity in closer to community. The construction of BRC buildings and water supply through pipe lines shall be carried out by other agencies approved by the District Magistrate .

### *TECHNICAL SUPERVISION*

The necessary technical support for construction works by the VECs shall be provided by Engineers of RES,Zila Parishad etc. under administrative control of the district magistrate . A J.E. at each block level selected by the D.M. shall be responsible for technical supervision more particularly during lay out construction of foundation all concrete works lintels,beams and roots, and at competition stage.

## *INNOVATIVE DESIGN*

Physical infrastructures proposed under the project shall have visible features intended to provided access and facilitate universal enrolment and maximise retention. For this it is envisaged to create ideal school environment by involving child and teacher friendly cast effective desidns of primary school buildings giving due consideration to facilities needed in each school building from the view point of multigrade teaching situations.

## *UNIT COST*

The approximate unit cost of various civil works proposed under the project are expected to be as follows -

1. Primary school building	Rs. 1.91 Lacs Including Rs.76400 from project
2. Additional classroom	Rs. 0.70 Lacs Including Rs.28000 from project
3. Toilets	Rs. 0.10 Lacs
4. Drinking Water	Rs. 0.22 Lacs
5. B.R.C.	Rs. 8.00 Lacs
6. NPRC. Room	Rs. 0.70 Lacs
7. IMS Cell	Rs.1.80 Lacs

The civil work proposed to be financed by DPEP in the district plan are as follows -

1. Construction New primaryschool	122
2. Construction of buildings/delapidated primary school buildings	122
3. Construction of additional class room	67
4. School repair	390
5. Toilets	318
6. BRC Construction	09
7. Drinking Water	318
8. NPRC Construction	76

List of equipment and functions and fixture DPO,DIET,BRC along with cost is under -



## LIST OF EQUIPMENT

### *CONVERGENCE*

60 % of unit cost of primary school buildings (new construction, relocation) additional classroom and NPRC room shall be contributed JRY and Employment Assurance scheme.

### *DISTRICT PROJECT OFFICE (DPO)*

<b>(A) Equipment</b>	<b>Amount</b>
1. Photo copies	100
2. Telephone	10
3. Fax Machine	25
4. Type Writer	
(a) Electronic	20
(b) Manual	10
5. Public Address system	15
6. D.G. Set	20
<b>Total</b>	<b>200</b>

### *(B) Furniture and Fixture*

1. Tables(10)	20
2. Chairs(25)	10
3. Conference Table(1) (with 30 chair)	30
4. Almirah (4)	20
5. Filing Cabinets(5)	10
6. White Board(1)	15
7. Furnishing	15
<b>Total</b>	<b>120</b>

*(C) List of equipment of DIET*

Equipment	Amount
1. GEN set	30
2. Video Camera	20
3. Dish Antena and Camras for Distrab Education	75
<b>Total</b>	<b>125</b>

*(D) List of equipment of B.R.C.*

Equipments	Amount
1. TV/VCR	25
2. Over Head Project	10
3. D.G.Set 3kw	20
4. Two in one	03
5. Black Board	2
6. Telephone	10
7. Bed & Cots	20
8. Dari (41-20 ech)	10
9. Almirah -Racks Box	10
10. Public Address system	10
11. Table Chair	25
<b>Total</b>	<b>Rs. 135</b>

*(E) Vehicles*

(a) For DPO (One vehicles)	350
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(b) For DIET (One vehicle)	350
(c) For ABSA and DPO staff (15 Two wheeler)	750
<b>Total</b>	<b>Rs.1450</b>

***(F) Equipment of NPRC***

<b>Equipments</b>	<b>Amount</b>
1. Almirrha	3
2. Chair (8)	4
3. Table (Big two)	2
4. Dari & Curtai	2
5. Box	1
6. Two in One	3
<b>Total</b>	<b>Rs. 15</b>

***(G) Equipment of A.S.***

<b>Equipment</b>	<b>Amount</b>
1. Box	1
2. Dari & Tat Patti	.8
3. Rolling Board	.2
4. Other equipments	.5
<b>Total</b>	<b>2.5</b>

## CHAPTER – X

# RISKS AND BENEFITS

### *BENEFITS*

The project would provide substantial financial and technical support to the primary education sector of the State. Apart from larger economic and social benefits which the expansion of primary education would bring, the project would lead to a qualitative change in the primary education itself. The focus on activity based and child centred education in the project would add to State's efforts to develop and implement competency based education. The project would help in improving retention rates in primary schools, especially for socially disadvantaged children. New primary schools would be opened and buildingless schools would have their own building. Schools would be repaired too, to make them safer and congenial to education.

The project would assure

- Primary-schooling-facilities to all the schooling-going children.
- Buildings to school without a building; furniture and tat-pattis/dari-pattis.
- Attractive school-buildings and congenial atmosphere.
- That teachers will have an up-to-date knowledge of the latest techniques of teaching and educating the child.

### *This would lead to*

- Universal enrolment and retention of children in primary schools.
- Negligible percentage of drop-outs.
- Satisfactory learning-achievement over the measured base line levels (20-25%).
- Reduction in gender insensitivity.

### *Risks*

Though there are enough evidences to show that the projects would be successful by managed in the district, it will need reorientation of the administrative culture in the education machinery and the districts will have to work in mission mode. They will have to develop

familiarity with time bound project goals and targets as well as knowledge of IDA procurement procedures and reporting systems.

However the state has enough experience since 1993 to implement district specific primary education programme and has institutional capacity to meet the requirements for training, guidance and orientation.

Uttar Pradesh has the experience of implementing a similar programme: UPBEP and DPEP-II in 35 districts of the state which are also externally funded. All the development activities are implemented and monitored through the State Project Office which is in a much better position to implement this project. The role of a full time State Project Director for DPEP becomes critical for project management and co-ordination with various branches of the State Government, the education department and the district and sub-district bureaucracies. The State's commitment to go ahead with the project and actions to facilitate planning activities in a smooth manner provide enough evidence to the fact that the implementation of the project will be satisfactory.

## CHAPTER - XI

### ANNUAL WORK PLAN AND BUDGET

*(October '99 to September 2000)*

The first year of the project is expected to commence from October 1999 to September 2000. It implies that during the current financial year 1999-2000 a period of first six months would be available from October 1999 to March 2000. The second span of six months will be first six months of the financial year 2000-2001. Keeping this in view the activities for the first year of the project have been planned in two phases of six months each as specified below :

#### ***FIRST PHASE***

During the first phase from Oct. 1999 to March 2000 the first and foremost task would be to create structures and mechanisms so as to provide sound basis for further planning and implementation of DPEP interventions. This would also aim at adequate staffing, orientation and capacity building. Besides awareness building to enlist community participation for promoting girls education would be the major thrust area. The following are the strategic action areas :

- (a) Establishment of District Project Office and getting the staff in position with the support of State Project Office.
- (b) Constitution of District Education Project Committee and get its meetings convene on a regular basis.
- (c) Constitution of Block Project Advisory Committee at Block level.
- (d) Orientation and visioning of all functionaries of DPO, field staff and teachers about concepts goals and objectives of DPEP,
- (e) Convergence workshop of district level functionaries to establish organic linkages with related departments, NGOs and other agencies .
- (f) Preparatory work for taking up micro planning by organising seminars workshops at BRC level, constituting core groups at NPRC level and their training in the methods and participatory approaches and printing of formats etc.
- (g) Preparatory work for EMIS and PMIS.

- (h) Identification of school construction sites.
- (i) Identification of key areas of research.  
Identification of Maktabas which can be adopted as Alternative Schools.
- (j) Purchase of MIS equipment. furnishing of MIS cell and recruitment of computer staff. The first training programme on MIS for computer personnel would be organised in Feb/March 1999. Printing of MIS forms shall be completed by March 2000.

**Strengthening of DIET. Creation of BRC, NPRC.**

- (a) Initiate action with the support of SPO for filling vacant position in DIET.
- (b) Identification of locations for BRC and NPRC
- (c) Creation of posts of Coordinators/Assistant Coordinators at BRC and NPRC level and their selection with the help of BSA and DIETs.

**ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION**

- (a) Activisation and training of VEC and ensuring some meetings in the presence of SDI/ABSA.
- (b) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries.
- (c) Identification of NGOs and women groups which can contribute towards UEE and their orientation.
- (d) Utilisation of audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (e) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (f) Cultural programmes like folk songs, nautanki mushaira, Qawwali, Kavi Samman in local district.
- (g) Organisation of Padyatra, Prabhat Pheri, Bal Melas.
- (h) Organisation of special enrolment and retention drives for children (especially girls) of disadvantaged sections.
- (i) Setting up of PTA/MTA and their involvement in enrolment building.
- (j) Involving religious leaders of muslims community and Scheduled Castes/Tribes in environment building.

- (k) Training of elected women representatives at block level.
- (l) Steps for community mobilisation.
  - Meeting /convention of all govt. officials and NGOs.
  - Formation of DRG and training of DRG
  - Identification of BRG and Resource Persons.
  - Identification of VECs to be trained in first round.

#### **GIRLS EDUCATION :**

- (a) With the help of VEC members, elected women representative of G.P and other motivators, household survey will be conducted for identification of out of school girls and motivating their parents for their enrolment and retention.
- (b) Organising Meena campaign and identification of clusters for girls education.
- (c) Use of audio-video tapes, wall writings, folk shows etc. for promoting girls education.
- (d) Formation of MTA/PTA and Maa-Beti association.
- (e) Synergising with TLC and school chalo campaign.
- (f) Setting up Mahila Samakhya.
- (g) Identification of ECCE centres with the help of VEC and ICDS.

#### **RETENTION**

- (a) Identification of individual schools in consultation with VEC whose building is to be constructed/reconstructed.
- (b) Identification of schools where drinking water and toilet facilities have to be provided.
- (c) Preparation of school-wise estimates for repair and maintenance of candidate school.
- (d) Initiation of process for selection of para teachers..
- (e) Rationalisation of teacher units.

#### **QUALITY IMPROVEMENT**

- a. Procurement of training modules for teachers.
- b. Organisation of pedagogy visioning workshop in collaboration with SPO.
- c. Training of MTs through TOT at DIET.



- e. Constitution of District Resource Group for Training on ECCE.

## ***SECOND PHASE***

During the second phase, the activities for which advance planning has been done in the first phase will be taken up. The following are the main activities proposed to be taken up during this phase.

### ***CAPACITY BUILDING***

- (a) Purchase of equipment furniture, fixture etc. for DPO and fully operationalising MIS Cell.
- (b) Second training on MIS to be organised in June/July 2000.
- (c) Training of first batch of VEC.
- (d) Micro planning by VEC after completion of training.
- (e) Training of PTA and MTA.
- (f) Induction training of para teachers
- (g) In-service training of teachers.
- (h) Training of BRC/NPRC Coordinators.
- (i) Training of ABSAs/SDIs and head teacher.
- (i) Identification of AS instructors.

### ***DISTANCE EDUCATION***

- (a) Orientation workshop at DIET for distance education
- (b) Initiate procurement process for purchase of equipment.
- (c) Replication of audio/video materials development under DPEP-II

### ***INTEGRATED EDUCATION***

- (a) Identification of two blocks
- (b) collecting data on children with disabilities.
- (c) Appointment of IED coordinator..

### ***DIET, BRC, NPRC***

- (a) Installation of equipment and office support system.

- (b) Finalisation of BRC construction agreement and initiate construction.
- (c) Appointment of Coordinators, Assistant Coordinators in BRC, NPRC.

### ***ACCESS ENROLMENT AND RETENTION***

- (a) Begin Construction of buildings for new schools.
- (b) Appointment of para teachers.
- (c) Purchase of furniture etc. for schools.
- (d) Construction of additional class rooms.
- (e) Repair and maintenance of schools.
- (f) Provision of drinking water and toilet facility in schools.
- (g) Opening of Alternative schooling.

### ***QUALITY IMPROVEMENT***

- (a) Induction training of ECCE workes.
- (b) Training of Anganwadi workers in pre-schooling education.
- (c) Preparation for distribution of text books to all girls and SC boys.
- (d) Setting up of Book - Banks in schools
- (e) First round in-service teachers' training .

### ***SUMMING UP***

It may be added by way of conclusion that in the first year of the project, the basic structures and participatory mechanism for project planning and implementation will be created. Also the requisite knowledge and skills and capability for project implementation would be imparted to key functionaries so that they are able to comprehend the basic philosophy and objectives of DPEP. All preparatory work would be done alongwith advance planning for construction of civil works. Above all greatest emphasis will be given to environment building which is most critical for the success of the project.

**A.W.P.B. 1999-2000**  
**DISTRICT: TEHRI GARHWAL**

*(Rs. In thousand)*

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
<b>(A) ACCESS</b>							
A1.	Additional Classroom	28	67	1876.0	20.0	560	
A2.	Additional Classroom in Nagar School New Primary Schools Unserved Areas						
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt)	76.4	122	9320.80	20	1528	
2	Salary of Para Teachers,first two yr. After 2 yr		8130.00	12174.00			
3	Furniture/Fixture & Equipment	15	122	2220	20	300	
<b>Total</b>				<b>25590.80</b>		<b>2388.00</b>	
<b>A3. Shiksha Mitra</b>							
1	Honorarium			9732.00			
2	Training						
3	Inducive Training						
4	Recurring Training						
<b>Total</b>				<b>9732.00</b>		<b>0.00</b>	
<b>A4 Alternative Schools</b>							
1	Honorarium						
a	Workers	0.6	9732	5893			
b	Supervisors	1.0	924	924			
2	Maintenance of Centres	2.0	1048	1859			

S.No.	Heads/Sub Heads/Activity	Unit Cost	(Rs. in thousand)				Remarks
			Total		Oct99-Sep2000(Cost of the 1st year)		
			Phy	Fin	Phy	Fin	
3	TIM	1.65 PM 1.35 PM	237	391.05			
4	Training						
a	Inducive	2.1	261	548			
b	Recurring	0.84	901	757			
C	Training for Supervisors						
5	Equipment	2.5	237	593			
<b>Total</b>				<b>10964.43</b>		<b>0.00</b>	
<b>Sub Total</b>				<b>46287.23</b>		<b>2388.00</b>	
R1	Publicity & Extention Awareness Building/Mass Communication	1 PVEC	2292	2292.00	2292		
R2	Motivators						
R3	Newsletter						
R4	Cons./Recons. of old PS (Cons. through community action) - Reconstruction of Nagar School	76.4	90	6876.00			
R5	Toilets	10	200	2000			
R6	Drinking Water	22	200	4400			
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <i>Repairs</i> Gender sensitization of Teacher in Cluster Identity	20 0.45	390 180	7800.00	100	2000.00 45.00	
R8	Salary of AE/JE			1971		238.00	

(Rs. in thousand)							
S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
R9	Cluster/village development for girls & Education	5perblock	18	90	1	5.00	
R10	Promoting Girls Education						
R11	Training of Elected Women of G.P.	0.09	190	17.10	38	3.42	
R12	MTA Training	0.09	8870	528.00	1774	105.66	
R13	Bal Mela	1pNPRC	304	304.00			
R14	Mahila Smakhaya	100perblock					
R15	Innovative prog through N.G.O	100		1350		300.00	
R16	Meena Compaining	10	10	100	5	50.00	
R17	Honorium of AEs						
R18	Honorium of JEs						
<b>Sub Total</b>			<b>27728.10</b>	<b>4210.00</b>	<b>4210.00</b>	<b>2747.08</b>	
<b>(Q) QUALITY IMPROVEMENT</b>							
Q1	<b>Opening of ECCE Centres</b>						
1	Civil Works (one additional room)						
2	TLM	5	200	1000.00			
3	Honorarium (Constructor + Helper)	600	8400	5040			
4	Contingency	1.5	700	1050			
	<b>Training</b>						
	Induction	1.47	200	420			
	Recurring	0.56	500	450			
	Anganwari Worker's training	0.49	1292	633.08			

S.No.	Heads/Sub Heads/Activity	Unit Cost	(Rs. in thousand)				Remarks
			Total		Oct99-Sep2000(Cost of the 1st year)		
			Phy	Fin	Phy	Fin	
	<b>Total</b>			<b>8593.08</b>		<b>0.00</b>	
<b>Q2</b>	<b>Training Programmes</b>						
1	Induction Training to para teachers	2.1	244	572.40			
2	Training for Para Teachers	1.4	452	632.80			
3	Rec training for para teachers	0.9	14080	12672.0	2816	2534.4	
4	VEC Members Training	0.09	22977	2578.50	5730	515.7	
5	NGOs Training/ Innovative training	0.84	180	151.20	60	50.4	
6	BRC Coordinators/ Resource person Trg.	0.6	144	117.60			
7	NPRC Coordinators training	0.8	304	255.36			
8	ABSA/SDI Training	0.84	80	67.20			
9	Head Teacher's training	0.84	2451	1715.70			
10	ABSA Trg/Civil work Trg	10	3	30.00	1	10	
	<b>Total</b>			<b>18792.76</b>		<b>3110.50</b>	
<b>Q3</b>	<b>Teaching Learning Material to:</b>						
1	School Improvement Fund	2	5060	10120.00			
2	Teacher's grant	0.5	11786	5894.00			
3	Text Book to SC/ST & Gals	0.03	288211	8646.37			
	<b>Total</b>			<b>24660.37</b>		<b>0.00</b>	
<b>Q4</b>	<b>Awards to VECs to per NPRC</b>	5	36	900.00			
<b>Q5</b>	<b>School Awards</b>	5 per block 2 schools	5060	1518.00			
	<b>Sub Total</b>			<b>54464.21</b>		<b>3110.50</b>	
<b>C1</b>	<b>(C) CAPACITY BUILDING</b>						
	<b>School Mapping &amp; Microplanning</b>						
1	Printing/Survey	10	9	90.00	4	40	
2	Seminar & Workshop	3	9	27.00	4	12	
3	Village level Microplanning	15	9	188.00	4	80	
	<b>Total</b>			<b>305.00</b>		<b>132.00</b>	

		(Rs. in thousand)					
S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
<b>C2</b>	<b>Operationalising DIETs</b>						
1	Furniture/Fixture		1.00				
2	Equipment	50	1.00	50.00		50	
3	Books	50		40.00		10	
4	Honorarium						
5	Printing						
6	Travelling Allowances			200.00		25	
7	Maintenance			20.00			
8	Workshop/Seminar/Comp. Trg.			180.00			
9	Purchase of vehicle	350		350.00		350	
10	POL			180.00		30	
11	Action Research			100.00			
12	Wages of Driver	4		127.50		30	
	<b>Total</b>			<b>1247.50</b>		<b>495.00</b>	
<b>C3</b>	<b>Block Resource Centre</b>						
1	Civil Construction	650	9	7200.00			
2	Salary (Coordinator, 2 No.)	6	459	2754.00			
	Asstt Co-ordinator, Chowkidar)	8.5	459	5967.00			
3	Equipment/furniture	150	9	1215.00			
4	Travelling Allowance	5	40	446.00			
5	Maint. of Equipment	1	2	64.00			
6	Maint. of Building	5	32	165.00			
7	Books	10	27	270.00			
8	BRC Exhibition fair of teaching aids	20	36	720.00			
9	Purchase of Vehicle	50					
10	POL	7					
11	Consumables	5	9	450.00			
	<b>Total</b>			<b>19251.00</b>		<b>0.00</b>	
<b>C4</b>	<b>District Project Office</b>						
1	Equipment	200		200.00		200	
2	Furniture & Fixture	120		120.00		120	
3	Books	10		50.00		10	
4	Purchase of Vehicle	350		350.00		350	
5	Consultancy charges	120		480.00			
6	Salary staff	115		8160.00		1632	
7	Travelling Allowances			420.00		6060	
8	Consumables			25.00		4040	
9	Telephone/Fax			200.00		40	
10	Vehicle Maint. & POL			200.00		50	

							(Rs. in thousand)
S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
11	Maint. of Equipment			90.00			
12	Seminar/Workshop			109.00			
13	Hiring of vehicles			45.00		15	
14	CW Supervisory Consultancy						
15	Distt. level Exhibition & Fair			100.00			
16	Study Tours			90.00			
17	Distt. level convention workshop			75.00		15	
18	AWP & View Workshop			75.00		15	
19	Research Evaluation			200.00			
20	Contingency			100.00		20	
21	P.O.L.	7					
22	Purchase of two wheeler	50	6.00	300.00		300	
	<b>Total</b>			<b>11089.00</b>		<b>12567.00</b>	
<b>C4.1</b>	<b>MIS/Research &amp; Evaluation</b>						
1	MIS Cell Furnishing			180.00		180	
2	EMIS/PMIS (Printing/Survey etc per block)			120.00		30	
3	MIS Equipments			250.00		250	
4	Comp. systems training			50.00		50	
5	Maintenance of equipments			90.00		20	
6	Exposure visits						
7	Consumable			240.00		25	
	<b>Total</b>			<b>930.00</b>		<b>555.00</b>	
<b>C5</b>	<b>School Complex (NPRC)</b>						
1	Construction	28	76.00	2128.00			
2	Salary Coordinator	5.5	3876.00	21318.00			
3	Equipment	15	76.00	1520.00			
4	Books for Library/Book Bank	5	752.00	760.00			
5	Audio visual hiring charges	0.8	264.00	211.20			
6	Monthly meeting	2	456.00	760.00			
7	Mela/ Workshop etc.						
	<b>Total</b>			<b>26697.20</b>		<b>0.00</b>	
<b>C7</b>	<b>Distance Education</b>						
1	Equipment & others			75.00			
2	Telephone & Fax Bills			150.00			



S.No.	Heads/Sub Heads/Activity	Unit Cost	(Rs. In thousand)				Remarks
			Total		Oct99-Sep2000(Cost of the 1st year)		
			Phy	Fin	Phy	Fin	
3	Maintenance			135.00			
4	Video Recording & Packaging			800.00			
5	Printing material			180.00			
6	Tq. Work/Seminar			225			
	<b>Total</b>			<b>1565.00</b>		<b>0.00</b>	
C8	<b>Integrated Education</b>						
1	Dist. level workshop	50		100.00			
2	Block level resource support/DC	27		1215.00			
3	Survey through V.E.Cs	5		382.00			
4	Training of BRG/DRG	0.6		26.40			
5	Orientation of Teachers	0.09		253.44			
	<b>Total</b>			<b>1976.84</b>		<b>0.00</b>	
	<b>Sub Total</b>			<b>63061.54</b>		<b>13749.00</b>	
	<b>Grand Total</b>			<b>191541.08</b>		<b>21994.58</b>	

# APPENDIX

**DISTRICT: TEHRI GARHWAL**

**PROCUREMENT PLAN**

							Rs.in thousand
S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
A-1	Additional Classroom	1876.00	67	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Primary School Buiding	9320.80	122	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	1220.00	122	10.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	Altrenative School						
1	TLM	391.05	237	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
2	Equipment	592.50	237	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	9320.80	122	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	3180.00	318	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	699.60	318	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	78.00	390	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
Q-1	Opening of ECCE Centes						
	TLM	100.00	200	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002

							Rs.in thousand
S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Q-3	Teaching Learning Material to						
1	School Improvement Fund	10120.00	5060	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
2	Teahers Grant	5894.00	11788	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
3	Free Text Book to SC/ST & girls	8646.33	288211	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-2	Operationalising DIETs						
1	Furniture/Fixture	150.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
2	Equipment	50.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
	Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC. 99
	Books	40.00	DIET	10.00	Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	Block Resource Centre						
1	Civil Construction	7200.00	9	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
2	Equipment/Furniture	1215.00	9	150.00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2002
3	Books	270.00	27	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004
C-4	District Project Office						
1	Equipment	200.00	DPO	200.00	National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO	120.00	National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	50.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	350.00	1	350.00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)	0.00			National Shopping	SPO	
C-4.1	MIS Research & Evaluation						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001

							Rs.in thousand
S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
2	EMIS/PMIS (Printing/Survey etc.)	120.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	250.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	School Complex						
1	Construction	2128.00	76	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	1520.00	76	20.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	760.00		5PA	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004



**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
<b>R.</b>	<b>RETENTION</b>												
<b>R1</b>	<b>Awareness Building</b>												
	• Procession / Rallies, Audio Visual, Publicity, Posters / Banners, Hoardings, Festival/ Sports etc.		****	****	****	****	****	****	****	****	****	****	****
<b>R2</b>	<b>Exchange Visits</b>					****			****				
<b>R3</b>	<b>Toilets</b>												
	• Selection of Schools				****								
	• Distribution of Manual / Training					**							
	• Transfer of Money						**						
	• Construction							****					
<b>R4</b>	<b>Drinking Water</b>												
	• Selection of Schools					****							
	• Selection of Agency						**						
	• Transfer of Funds						**						
	• Installation							****	****				
	• Verification												****
<b>R5</b>	<b>Upgrade H.T.</b>												
	• Post Creation							****	****				
	• Placement						****	****	****	****			
<b>R6</b>	<b>Reconstruction of Old P.S. Buildings</b>												
	• Finalisation of the List				****								
	• Opening of Joint Account					****							
	• Transfer of Funds					**	**						
	• Distribution of Manual / Training					****	**	**					
	• Construction Work							****	****	****			
<b>R7</b>	<b>Innovative Programmes</b>												
<b>R9</b>	<b>Salary of Addl. Teachers</b>												
<b>R10</b>	<b>Promoting Girls Education</b>							****	****	****	****	****	****
<b>R11</b>	<b>Training of Elected Women of GP</b>							****	****	****	****	****	****
<b>R12</b>	<b>MTA / PTA Training</b>							****	****	****	****	****	****
<b>R13</b>	<b>Bal Mela</b>							****	****	****	****	****	****
								**	****	****	****		

**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
<b>Q.</b>	<b>QUALITY</b>												
<b>Q1</b>	<b>Opening of ECCE Centres</b>												
	• Identification of Location								****	****			
<b>Q2</b>	<b>Training Programmes</b>												
<b>1.</b>	<b>Industion Level Training</b>												
	• Procurement of Training / Manual								****		***	***	
	• Training of RPs												
	• Training of Teachers										****	****	****
<b>2.</b>	<b>In Service Training</b>												
	• Training of MTs												
	• Procurement of Training / Manual								****		*		
	• Training of RPs/MRCs, Asstt. Co-Ordinators									****			
	• Training of Teachers												
	• Training for Project Functionaries				****			****			*		
	• VEC Member Training						****	****	****	****			
	• Training of NPRC Co-ordinators									**	**		
<b>Q3</b>	<b>TLM</b>												
<b>1.</b>	<b>TLM to Schools</b>												
	• Procurement				****	****					**	**	**
<b>2.</b>	<b>TLM to Teachers</b>												
	• Procurement										****	****	
<b>3.</b>	<b>Free Text Books to SC / ST Girls</b>												
	• Procurement								****	****			
	• Distribution										****	**	



**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
<b>C.</b>	<b>CAPACITY BUILDING</b>												
<b>C1</b>	<b>School Mapping and Microplanning</b>												
	• Printing of Formats			****									
	• Distribution				**								
	• Training				**	**							
	• Collection of Data					****							
	• Village Level Microplanning						****						
	• Seminars / Workshops							****					
	• Formation of Village Plan								****	****			
<b>C2</b>	<b>DIETs</b>												
	• Procurement of Goods / Furniture / Equipments						****	****					
	• Action Research												
	• Printing												
	• Seminar / Workshops				**	**	**	**	**	**			
	• Training												
<b>C3</b>	<b>BRC</b>												
<b>1.</b>	<b>Building Construction</b>												
	• Site Collection			****									
	• Selection of Construction Agency				****	****							
	• Transfer of Funds						****						
	• Construction Work							****	****	****			
<b>2.</b>	<b>BRC Co-ordinators, Asstt. Coordinator</b>												
	• Post Creation				****								
	• Selection					****							
	• Placement						****	****	****	****			
	• Training Programme							****	****	****			

**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

S. No.	Head / Sub Head	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
<b>C4</b>	<b>District Project Office</b>												
	• Post Creation	****											
	◦ Construction of MIS Cell												
	◦ Staff Placement			****	****	****	****	****	****	****			
	◦ Procurement of Goods / Furniture / Equipments			****	****	****							
	◦ Printing of Survey Forms					****							
	* Exposure Visits												
	• Training												
<b>C5</b>	<b>NPRC</b>												
<b>1.</b>	<b>Civil Work</b>												
	◦ Selection of Site							****					
	• Opening of Account								****				
	• Transfer of Funds								**	**			
	• Distribution of Manual / Training									**	**		
	• Construction Work												**
<b>2.</b>	<b>Staffing</b>												
	• Post Creation								****				
	◦ Placement				****			****		****	****		
<b>3.</b>	<b>Procurement of Goods / Furniture / Equipments</b>								****				

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